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THE CURRICULUM FOR THE IXth GRADE OF A SMALL MASSACHUSETTS HIGH SCHOOL BASED ON A STUDY OF CURRENT PRACTICES AND INDIVIDUAL DIFFERENCES

Submitted by

Rupert A. Nock

(Ph. B. Brown 1930)

In partial fulfillment of requirements for
the degree of Master of Education

1938

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CONTENTS

Page

I. INTRODUCTION 1
Method of Approaching the Problem 7

II. CLASSIFICATION OF SMALL HIGH SCHOOLS 9

III. WHAT THE SMALL HIGH SCHOOLS ARE TEACHING TO THEIR FRESHMEN 12
Conclusions 36

IV. THE HOME AND CURRICULUM REVISION 39
The Approach to the Parent 43
The Home Interviews 46
Part I 49
Part II 51
Part III 54
Part IV 56
Part V 60
Conclusions 60
Choice of Subjects by Pupils and Parents 61
Conclusions 78

V. THE TESTING PROGRAM 79
Conclusions 103

VI. SUMMARIZATION OF CONCLUSIONS 105

BIBLIOGRAPHY 110

APPENDIX 115

LIST OF TABLES

Table		Page
1	Classification of High Schools According to the Massachusetts State Department of Education	9
2	Classification of Schools Showing the Number of Schools used in this study with Freshmen Enrollments for Each Group	13
3	Subjects Taught to Freshmen in Small Schools of Massachusetts, Showing the Number and Percentages of Pupils taking Each Subject	17
4	Total Freshmen Enrollment and Respective Percentages in Mathematical Fields	25
5	Comparison of Subjects with Highest Enrollments Being Taught to Freshmen	30
6	Freshmen Subjects Recorded in Order of Their Rank by Enrollments	32
7	Subjects Desired by the Pupils of Grade 9	64
8	Subjects Desired by the Pupils of Grade 8	69
9	Subjects Desired for the Pupils of Grade 8 and 9 by Their Parents	74
10	Results of Tests in Intelligence and Arithmetic and Their Comparison with the Marks of the Pupils of Grade 9	84
11	Results of Intelligence Tests, Arithmetic Tests, Algebra Prognostic Tests and Their Comparison with the Marks of the Pupils of Grade 8	87
12	Averages of the Otis and Terman Mental Ability Test Given to the Pupils of Grade 9	89
13	Results of the Terman Mental Ability Tests Given to the Pupils of Grade 8	90

Table Page

14 Results of the Background of Social Studies Tests Given to the Pupils of Grade 8 92

15 Results of Physical Fitness Index Tests Given to the Pupils of Grades 8 and 9 94

16 Results of Detroit Mechanical Aptitudes Test Given to the Boys of Grades 8 and 9 97

17 Composite of the Results of the Interest Questionnaires Given to the Boys of Grades 8 and 9 98

18 Results of Women's Vocational Interest Inventory Given to the Girls of Grades 8 and 9 100

19 Composite of General Interests of 31 Girls Taking Vocational Interest Inventory 102

20 Composite of Specific Interests of 31 Girls Taking the Vocational Interest Inventory 102

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CHAPTER I

INTRODUCTION

Purpose of the Study

One need only to be a casual observer of educational literature to note that a great deal of attention is being given to curriculum revision in the schools of this country. Not only has much already been done to reorganize curricula but much is being planned and recommended. Good, Barr, and Scates[1] point out the following observation:

> "Before enumerating detailed lists of problems which require study at the levels of higher education, comment may be made concerning the marked increase in attention given educational problems in higher institutions. Current interest in problems of curriculum reorganization is to a large extent the result of a rapid increase in pupil enrolment since the late war. This influx of a less select student body, with a wider range of individual differences, needs, interests, and capacities, and the resulting expansion of a limited curriculum and modification of inflexible methods of teaching have introduced perplexing problems."

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[1] C. V. Good, A. S. Barr, and D. E. Scates, The Methodology of Educational Research. Appleton Century Co. New York, 1936, p. 777.

The 1936 "Roll Call" of the N. E. A.[1] finds that there are 32 state-wide curriculum revision programs in progress. Thus it seems conservative to say that two-thirds of the high schools of the nation are awake to the need of modernizing their curricula and that the movement will gain impetus in the next decade.

More than ever, complex and baffling social, economic, political and personal problems press for solution. These solutions require intelligence, fairness, determination, cooperation, adaptation and flexibility. Such traits are prime essentials for individual success and happiness and for the welfare of the country. Educators bent on revising and enriching curricula have these aims in mind. They realize that there is an urgent need of worthwhile research in this field.

Due to the expense involved such curriculum revision has been pioneered mostly by large school systems. Outstanding work has been done in the States of California, Virginia, Maryland and in such cities as Providence, Rhode Island; Baltimore, Maryland; Los Angeles, California; Dallas, Texas, and many others.[2]

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[1] "The Journal's Annual Roll Call," The Journal of the National Education Association. (March, 1936) 25: 81-83.

[2] E. S. Lide, Procedures in Curriculum Making, National Survey of Secondary Education, Monograph No. 18, p. 15-28. U. S. Government Printing Office, Washington, D. C.

These are all large systems. Lide[1] in collecting his statistics shows that while the cost of revision of school curricula ranges from less than $100. to more than $100,000. the medium expenditure is approximately $3,000.

For the most part if changes come in the educational world they seem to be instituted by larger systems. Once they have been thoroughly tested and approved the smaller schools venture to try out what their "big brothers" have recommended. Such revision from the top down may be "logical" revision but it is not sound revision. Broady[2] points out the fallacy of such reasoning in an excellent introduction to his book:

> "Educational theory and practice in the United States have, until recently, emphasized largely, if not exclusively, those elements and procedures which are best suited to large population centers to the neglect of the needs of the small school systems. This is to be expected in an industrial age when vast hordes of people have been so recently rushing into the cities to enjoy the comforts and conveniences resulting from the development of power and machinery. But a change of emphasis started even before the dark days of the depression, and the significance and importance of the smaller communities began to be understood and appreciated.
>
> "This growing importance of current American life in the smaller cities and villages, these changing social and economic conditions, the

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[1] Lide Op. cit. p. 35

[2] K. O. Broady, Enriched Curriculum for Small Schools. University Extension Division, Teachers' College, Lincoln, Nebraska, 1936. p. vi-ix

necessity of adapting the educational program to the conditions and needs of the times, all make necessary the organization and perfection of administrative procedures suited to the proper management and supervision of the smaller schools. This must come by an attempt to solve the problems in the light of an analysis of conditions that actually exist in these smaller communities, and not by city imitation.

"Ninety-five per cent of the administrators at the head of small schools in the United States have in the past looked to the five per cent who are executives in large city school systems. Called upon to meet difficult problems and situations and desiring to do things in a big way, many small school systems have not taken time to develop administrative procedures suited to their own conditions; they have seized upon those elements of organization, management, supervision, and instruction which commonly prevail in our larger cities. They have assumed because these procedures have been more or less successful in the big cities that the same procedures could be applied with equal efficiency to small school situations. Furthermore, such methods or procedures when questioned have been evaluated only by the standards and ideals of efficiency set up in the larger cities, regardless of their fitness to the situation at hand. Success is still too largely measured by numbers enrolled, size of school plant, and by the number of shops and cafeterias, regardless of the community situation. Textbooks have been adopted, so-called junior high school organizations have been instituted, classroom procedures have been passed with no better reason than, "All the big cities are doing it now." School buildings, classrooms, and playgrounds of small school systems have too often been patterned after the ideals and standards set up for larger population centers even though these facilities thus established, were quite wasteful, if not injurious to the pupils, the teacher, or the community in smaller areas. Smaller schools can and should learn much from the experiences of large city systems, but to follow uncritically the practices and standards

of these schools without carefully examining them as to their fitness is foolhardy and unjustifiable.

"It is not a question of whether the large school is better than the small school. For the large city the argument is overwhelmingly in favor of school units of from five hundred to five thousand pupils. If school is to be a preparation for life, it must mirror actual conditions of life, and a small isolated school in a large city is a negation of reality. The same is true of the elements of organization of large systems when applied to the small population centers. If village life means anything in America, and thousands of villages and smaller towns testify that it does, then there is much to be said for the fact that each of them should have its own school, staffed with teachers especially trained to handle heterogeneous classes, and employing procedures which will enable a proper application of an enriched curriculum and a wide range of experiences to the individual differences of its pupils.

"Superintendents and teachers who recognize most fully their duties to the small community find few precedents to fall back upon. An intelligent insight and a sound philosophy with respect to the task at hand is therefore all the more imperative. If we are ever to have a reliable body of technical and professional knowledge applicable to small schools, we must first of all develop an attitude of open-mindedness toward the ways of administering small schools and not gaze through colored glasses at big city school machinery. Clear thinking and research in matters concerning the administrator, classroom organization, instruction, textbooks, supplies, and buildings is not only desirable but necessary if education is to progress in the smaller communities. Only by presenting one after another the administrative techniques applicable specifically to the smaller schools can the fact be made clear that the small school organization is not a mere replica of a city system. This misapprehension is one of the most serious deterrents to educational

progress in small town, village, and rural areas."

Following Broady's challenge it seems safe to say that for many years the general picture of the small high school has been that of a struggling and inadequate social institution blindly "aping" the organization and procedures of the large high school with unpardonable attempts to prepare all of its pupils to meet the academic requirements of the more academic colleges. This indictment seems to refer in particular to the Marshfield High School. The curricula in this school are three in number; viz., the College Course, the Commercial Course and the General Course. The last mentioned is mostly a combination of the first and second. In the freshman year there is only one difference in the courses, viz., General Science may be substituted for Latin by those pupils not desiring a college curriculum. This is the only provision made for individual differences. According to one authority[1/] in the field wide differences exist in individual abilities, interests, aims and needs. Yet, no, or very little, recognition of this truth is made in courses presented to the pupils in the Marshfield High School.

[1/] Roy O. Billett, Provisions for Individual Differences. National Survey of Secondary Education Bulletin, Monograph No. 13. U. S. Government Printing Office, Washington, D. C.

The small high school, of which Marshfield is a representative one, has the opportunity to develop a program which will meet its own needs. It must not be a miniature reproduction of the large high school. The literature in the field indicates that educational institutions must provide for the further education, and re-education of many citizens to appreciate, to understand and in some measure to direct industrial, economic and social changes.

With these basic thoughts in mind this study is a critical evaluation of a cross section of the educational offerings of a typical small school to its community. It is hoped that this work either justifies present conditions or points out definite weaknesses that should be remedied. This problem is attacked primarily on the demands of the local situation.

Method of Approaching the Problem

In determining what should constitute a proper curriculum for Freshmen in the Marshfield High School, the following procedure was used:

I. A classification of "small" high schools was determined.

II. List of subjects as taught to freshmen in the Marshfield High School is presented.

III. Typical courses of study already being given to freshmen in small schools were examined.

IV. The parents of all the pupils of grades 8 and 9 were interviewed in their homes.

V. A practical testing program for determining individual differences was administered to these same pupils.

VI. On the basis of all information considered, recommendations are made.

CHAPTER II

CLASSIFICATION OF SMALL HIGH SCHOOLS

There are 257[1/] high schools in the State of Massachusetts. The Massachusetts State Department of Education classifies the high schools of the State into five groups. Table I shows that in group I there are the schools with enrollments over 500, in group II enrollments range from 201-500, in group III, from 101-200 pupils, in group IV from 51-100 and in the final group are schools with enrollments of under 50 pupils.

Table I. Classification of High Schools According to the Massachusetts State Department of Education.

Group Number	Pupils Enrolled
I- - - - - - - - - -	over 500
II- - - - - - - - - -	201--500
III- - - - - - - - - -	101--200
IV- - - - - - - - - -	51--100
V- - - - - - - - - -	under 50

1/ Education Directory, Bulletin of the Department of Education, Commonwealth of Massachusetts, (1938) No. 10. State House, Boston, Massachusetts.

Approximately 121 of the 257 schools of Massachusetts may be classified as small schools. This figure represents approximately 47 per cent of high schools in the State. The classification of small secondary schools, however, seems to be a bit arbitrary. Hawley[1] in his study included all schools in the State of California with enrollments of 350 pupils or less. He[2] pointed out that, "The limit in size of 350 enrollment is an arbitrary selection." Seyfert[3] in his extensive work on school size and school efficiency says:

> "Schools enrolling more than seventy-five but fewer than 150 students are at a disadvantage when compared with larger schools and that quite consistently 300-pupil "unselected" schools are superior to smaller schools."

The implication here is that "small schools are those with enrollments of under 150 pupils. Yet, Ferriss and others[4] refer to the classification of the "small"

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[1] J. M. Hawley, Description of Present Curricula in Small High Schools. Report presented at the California High School Principals' Conference, Pasadena (April, 1936) p. 2.

[2] Loc. cit.

[3] Warren C. Seyfert, School Size and School Efficiency, Harvard Bulletins in Education. No. 19, p. 13. Harvard University Press, Cambridge, Massachusetts.

[4] E. H. Ferriss, W. H. Gaumnitz and P. R. Brammell, The Small Secondary School, National Survey of Secondary Education, (1932) Monograph No. 6, Pp. 1-236, U. S. Government Printing Office. Washington, D. C.

secondary school as follows:

> "The study has included high schools with enrollments ranging from fewer than 20 pupils to a group of schools enrolling more than 300 high-school pupils and standing on the border line between what are ordinarily classed as small high schools and those generally classed as large high schools."

On the basis of these authorities it may be concluded that for the purposes of this study, Massachusetts schools with enrollments of 300 pupils and under may be considered "small" schools, and are suitable for consideration in analysing the problem in question.

CHAPTER III

WHAT THE SMALL HIGH SCHOOLS OF MASSACHUSETTS ARE TEACHING THE PUPILS OF GRADE IX

A critical examination was made of the surveys which each high school has to place on file at the State Department of Secondary Education. These were studied to determine what schools should come into the study and what the total enrollment was of the freshman classes. In addition to this the names, number and content of subjects taught to these pupils have been recorded in order to determine current practices in the small Massachusetts high schools.

Table 2 shows the classification of schools in Massachusetts and indicates the number of schools taken from each group for this study as well as the total enrollment of freshmen used in the computation of subject-matter figures and the determination of tables which are to follow.

Naturally, the schools of Group I fall outside the range of this study because they are classified[1] as large high schools.

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[1] Loc. cit.

Table 2. Classification of schools showing the number of schools used in this study with the freshmen enrollments for each group.

(1)	(2)
Group I (over 500)	
Schools in group..............................	103
Schools used in this study....................	None
Group II (201-500)	
Schools in group..............................	57
Schools under 300.............................	24
Schools used in this study....................	16
Pupils enrolled in schools used in this study...........	1320
Group III (101-200)	
Schools in group..............................	52
Schools used in this study....................	45
Pupils enrolled in schools used in this study...........	2168
Group IV (51-100)	
Schools in group..............................	33
Schools used in this study....................	23
Pupils enrolled in schools used in this study...........	566
Group V (Under 50)	
Schools in group..............................	12
Schools used in this study....................	9
Pupils enrolled in schools used in this study...........	86
Total freshmen enrolled in schools studied......	4140
Total schools in groups II-V....................	154
Total schools used in study.....................	93

In Group II there are 57 school listed. Of this number the information presented by only 24 schools was used. One reason for this was because the range of this group comes outside of the classification[1] used; hence, many schools would be automatically discarded. Another reason for this was because of the 57 schools many were listed as 3-3 systems, i.e. those high schools listed as having the three upper grades, viz: 10, 11 and 12. These likewise could not be used. In groups III, IV and V, 45, 23, and 9 schools were recorded respectively. Even in these groups all schools were not used. Any school that created a doubt or a question was discarded. For example, some schools that were recorded as six-year high schools failed, for some reason, to record the freshman enrollment. Possibly the person making out the survey was careless or, even though the school in question was listed as a six-year school, it might have been, in practice anyway, a 3-3 system. Only schools using a straight four-year or six-year high school plan were recorded because these would be more nearly what the Marshfield High School represents from the point of view of school and community population. Some schools could be recorded, but their enrollments could not be used because classes were listed as com-

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[1] Loc. cit.

binations, i.e. grades 9 and 10. This was particularly true of schools with enrollments under 50. All told the figures and percentages used in table 4 are computed from 93 small high schools in Massachusetts with a total freshman enrollment of 4140.

Table 3 shows what (in name only) subjects are being offered to freshmen with the total enrollments for each subject being recorded. In column (1) 75 courses are listed as being given to freshmen. This list seems to be most extensive. Naturally, this list is a composite, for no one school was recorded as teaching the entire 75 subjects. Column (2) contains the number of freshmen taking each subject and column (3) the per cent of pupils taking each subject; column (4) shows the number of schools reporting and column (5) the per cent of schools recording each subject listed. The last column (6) gives the number of schools reporting the subjects as being given, but because the classes were mixed or because the subjects were given in alternate years it was impossible to determine the number of pupils taking the work. Every subject with a different title was listed even though many subjects in related fields showed, from every outward appearance, a strong indication of being, in content, the same thing. In the Mathematical subjects, for example,

there is some question concerning the exact difference in content of such subjects listed as "Practical Mathematics," "Applied Mathematics," "General Mathematics" and "Social Arithmetic."

Table 3. Subjects being taught to freshmen in Small Schools of Massachusetts, showing the number and percentages of pupils taking each subject.

Subjects recorded as being given to freshmen in small schools in Mass.	Freshmen taking Subjects		Schools reporting		Schools reporting subjects as being given to combination classes; i.e. freshmen, sophomores or others.
	Number	Per Cent	Number	Per Cent	
(1)	(2)	(3)	(4)	(5)	(6)
Commercial Subj.					
Bookkeeping (1)	65	1.57	2	2.14	2
Bookkeeping (2)					1
Typewriting (1)					3
Junior Business Training	1447	35.0	46	50.0	5
Comm. Geography	164	4.0	5	5.37	1
Commercial Law	16	0.40	1	1.07	
Business Correspondence	13	0.31	1	1.07	
English					
English (1-general)	4018	97.0	91	97.8	
College English	13	0.31	1	1.07	
Mechanics of Eng.					
Penmanship	11	0.24	1	1.07	2
Penmanship and Spelling	6	0.14	1	1.07	
Business English					1
Creative Writing					1
Foreign Languages					
Latin (1)	1303	31.4	87	93.5	6
Latin (2)	4	0.1	1	1.07	
Spanish (1)	20	0.48	1	1.07	
French (1)	183	4.42	5	5.37	1
General Language					1
Mathematics					
Algebra	2034	49.1	80	86.0	3
Review Mathematics	25	0.6	1	1.07	
Applied Mathematics	22	0.55	1	1.07	
General Mathematics	330	8.0	12	13.0	
Mathematics Survey	43	1.04	1	1.07	
Social Arithmetic	2	0.05	1	1.07	
Review Arithmetic	10	0.24	1	1.07	
Commercial Arith.	524	12.7	17	18.3	4
Practical Math.	23	0.55	1	1.07	1
Business Arith.	27	0.65	1	1.07	
Plane Geometry					3

Table 3 (cont.)

Subjects recorded as being given to freshmen in small schools in Mass.	Freshmen taking Subjects		Schools reporting		Schools reporting subjects as being given to combination classes; i.e. freshmen, sophomores or others.
	Number	Per Cent	Number	Per Cent	
(1)	(2)	(3)	(4)	(5)	(6)
Natural Science					
General Science	2864	69.1	77	82.8	10
Biology	139	3.35	4	4.3	8
House Science	21	0.51	1	1.07	
Social Science					
Community Civics	1992	48.09	52	56.0	2
Vocational Civics & Community Civics	28	0.67	1	1.07	
Ancient History	563	13.6	23	24.7	6
Social Studies	19	0.46	1	1.07	2
World History	211	5.1	6	6.9	8
Medieval & Modern History	29	0.69	1	1.07	
History to about 1700 A.D.	28	0.67	1	1.07	
Problems of American Culture	30	0.71	1	1.07	
Problems of American Democracy	46	1.1	1	1.07	
Vocational Civics	22	0.55	1	1.07	
Manual Arts Subjects					
Art					
Appreciation	53	1.3	1	1.07	2
Design	21	0.51	1	1.07	
General Household Arts					1
Vocational Household Arts					2
Freehand drawing	79	1.9	3	3.25	
Industrial					
Mechanical drawing	52	1.3	3	3.25	
Woodworking	101	2.4	6	6.45	19
Metal working					2
Foundry					1
Machine Shop					1
General Shop					1
Manual Training	10	0.24	1	1.07	
Handicraft					1

Table 3 (concluded)

Subjects recorded as being given to freshmen in small schools in Mass.	Freshmen taking Subjects		Schools reporting		Schools reporting subjects as being given to combination classes; i.e. freshmen, sophomores or others.
	Number	Per Cent	Number	Per Cent	
(1)	(2)	(3)	(4)	(5)	(6)
Home Economics					
Home economics					1
House care	21	0.51	1	1.07	
Home management	9	0.24	1	1.07	1
Home nursing	18	0.44	1	1.07	
Nutrition					1
Foods (1)	234	5.7	18	20.0	6
Sewing					1
Clothing (1)	230	5.5	16	17.2	4
Clothing (2)					1
Agriculture					
Agriculture					1
Farm mechanics					1
Music					
History and appreciation	80	1.9	1	1.07	
Choral music					55
General Chorus					1
Glee Club					4
Harmony	3	0.07	1	1.07	2
Band					9
Orchestra					25
Miscellaneous					
Physical Education	44	1.10	1	1.07	38
Guidance	53	1.3	1	1.07	

If these are the same subjects as far as content is concerned there is some question as to the need of so many titles. This only leads to ambiguity and confusion. Consequently, personal letters were written to the principals of the schools teaching these subjects in an attempt to determine what the difference was in courses that, from every outward appearance, seemed to be similar.

Personal letters were decided upon rather than mimeograph questionnaires to insure a greater number of returns. This procedure was justified when 29 returns (out of 56 letters sent) were received. The form of letter sent may be seen in the appendix. Letters were not written to every school, but only to those schools whose subjects raised some doubt.

In order to distinguish between these apparently closely related fields of Mathematics 13 letters were sent to the schools reporting this subject. One letter was sent to the school reporting "Practical Mathematics," one to the school reporting "Social Arithmetic," one to the school reporting "Review Arithmetic," and one to that school reporting "Mathematics Survey." The questions asked in each one of these letters are as follows:

1. Why was this title chosen for this subject?
2. Roughly, what "ground" does it cover?
3. Are you satisfied with the results?
4. How long has it been in the curriculum?
5. What is the title of the textbook? Author?
6. Is Algebra also taught in your school to Freshmen?

Of the 13 letters written to schools teaching General Mathematics, nine reported in behalf of that subject. Each one of the schools to whom letters were sent concerning Practical Mathematics, Social Arithmetic, Review Arithmetic and Mathematics Survey sent replies. In replying the Principals did not all adhere to the specific questions asked. Because of this the results did not present themselves for tabulation.

There was a feeling among those principals reporting General Mathematics that Algebra should not be taught to all freshmen. General Mathematics was included in the curriculum to provide for a more general group of pupils. As one man put it, "My idea in introducing such a course was to give everyone a background of simple Mathematics." This best explains the sentiment expressed in the other replies.

The one school teaching "Practical Mathematics" said that it covered a review of fundamental Arithmetic, and a little Algebra and Geometry; only those who were capable of doing Algebra were allowed to take it.

Review Arithmetic was dropped from the curriculum

of the school reporting it. It was not satisfactory; General Mathematics was substituted.

"Mathematics Survey" was so called by the one school teaching it because the text book was called SURVEY OF HIGH SCHOOL MATHEMATICS; but fundamentally, its content is similar to General Mathematics.

"Social Arithmetic" was likewise "cribbed" from the title of the text book. This was frankly admitted by the principal reporting the work. The purpose for teaching it and the general content of the course was very much the same as for the other "non-algebraic" courses.

Conclusions reached:

1. The title "General Mathematics" is in more general use as a term than the other titles.
2. The field covered by this course in all schools is generally the same; i.e. Review Mathematics, introduction to Algebra, formulas, equations, problem solving, introduction to geometry, indirect measurements, signed numbers, introduction to plane trigonometry, graphs, percentages and other fundamental processes.
3. The purpose in giving these General Mathe-

matics courses is twofold: It is either taught as a try-out subject for those who wish to continue with mathematical courses or it is taught for the explicit purpose of being helpful in everyday living.

4. As the majority of schools presenting the work appear satisfied with results it is safe to say, that generally speaking, this work is meeting with a degree of success.
5. This course is comparatively new in the Secondary school curriculum. The average number of years which this has been used in small schools is five. This certainly cannot be called a "traditional" subject.
6. Where General Mathematics is used for a try-out course Algebra is taught to Sophomores, otherwise the two are side by side in the curriculum, with General Mathematics designed to take care of "daily living."

Conclusions reached from replies received concerning other Mathematic courses:

1. The names of the subjects were for the most part taken from "Modernistic" textbook titles.
2. In content there is little difference be-

tween "Mathematics Survey," "Practical Mathematics," "Social Arithmetic," and "General Mathematics."

3. "Mathematics Survey" and "Practical Mathematics" gave satisfactory results but "Review Arithmetic" and "Social Arithmetic" have proved to be unsatisfactory.
4. These "special" titled courses have not been in use in the schools for more than three years.

The general conclusions to this examination of freshmen Mathematics subjects taught in small high schools are:

1. Even though there are ten different titles used for these subjects in small Massachusetts high schools, basically there are only three, viz: Algebra, General Mathematics, and Commercial Arithmetic.
2. Algebra is still the outstanding Mathematics subject taught. Of a total enrollment of 4140 freshmen, 2034 pupils study this subject. This is 49.1 per cent of the total enrollment. Of the 93 schools, 80 teach Algebra; this repre-

sents 86.0 per cent of the total.

3. General Mathematics and Commercial Arithmetic "share honors." Because of the above information received, "Review Mathematics," "Applied Mathematics," "General Mathematics," "Mathematics Survey," "Social Arithmetic," "Review Arithmetic" and "Practical Mathematics" have all been classified as "General Mathematics." Business arithmetic was classified as "Commercial Arithmetic." Eighteen schools report each subject as being given. The Commercial Arithmetic field has an enrollment of 551 freshmen while General Mathematics are taught to 455 pupils. This represents 13.3 and 11.0 per cent respectively. Both fall far below the Algebra enrollment. This is further illustrated in Table 4.

Table 4. Total freshmen enrollment and respective percentages enrolled in the Mathematics fields.

Subject	Freshmen Enrollment	Per Cent of total
Algebra- - - - - - - -	2034	49.1
General Mathematics-	455	11.0
Commercial Arithmetic	551	13.3

On the basis of tradition, enrollment and number of small schools teaching Algebra, this course should take preference over all others in the Mathematics curriculum. The reasons for its "popularity" are, no doubt, traditional and its importance as a college preparatory requisite. These reasons are not sufficient enough, however, to justify its exclusive position in the small high school curriculum.

The trend that is very apparent and of greater significance in this study is the attempt which small high school principals are making to take care of the individual interests, and abilities of their freshmen. Table 3 shows this not only in the list of ten Mathematic courses, but also in the long list of subjects composing the composite. There is a distinct tendency away from traditional Algebra as the all-important Mathematic subject in small high schools of Massachusetts. Marshfield High School should definitely consider this trend in any freshmen curriculum revision. This statement is further supported by the fact that the Sub-Committee on Curriculum Revision for the Small Massachusetts High School[1] does not mention Algebra in its recommended freshmen curriculum, but General

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[1] Thomas J. Abernathy and others, "Tentative Report of the Sub-Committee on Curriculum Revision for the Small Massachusetts High School." Report to the Department of Secondary Education. (1934), p. 5-15.

Mathematics. Algebra is given to Sophomores who are interested in college preparation.

Ferriss[1] mentions five of what he calls the most significant trends in the curriculum offerings of the smaller secondary schools in the United States. From this reference and Table 3 (page 17) a comparison of present-day courses taught to freshmen in small Massachusetts high schools and national trends can be made.

1. "Home Economics and Agriculture."

> "Approximately one-third of the schools studied reported the introduction of home economics during the years 1925-1930, and about one-fourth reported the introduction of agriculture within the same period."

An examination of the table will show that 54 schools report that they teach some form of Home Economics or Agriculture. This is 58.1 per cent of the total schools reporting. Of this group "Foods" and "Clothing" are more popular with 20.0 and 17.2 per cent respectively. One school each report giving Home Economics, Home Management, House Care, Home Nursing, Nutrition, Sewing, Agriculture and Farm Mechanics.

The Massachusetts Committee expresses alarm over the "startling fact" that only 11 schools offer Home Economics, and that none with enrollments of less than

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[1] Ferriss Loc. cit.

50 offer such a course and that only three schools offered courses in agriculture in spite of the fact that the great majority of these schools are located in rural "communities." However, the general trend in Home Economics is most encouraging. A sampling of reports received from schools teaching these courses show a complete satisfaction with them.

Again, as in the Mathematical field, there is in the Home Economic offerings a "tyranny of titles." Evidence points to the fact that "Home Economics," "House Care," "Home Management," and "Nutrition" are different names for much the same thing; viz., a study in foods and clothing. One school outlines its Home Economics Course briefly as including: "Clothing; Costume, Design, Interior Decoration, Foods and Nutrition." Other schools reported similar outlines. Table 3 supports the statement made by the State Committee[1] when it said that, "Only three schools offered courses in agriculture in spite of the fact that the great majority of these schools are located in rural communities." There is no marked evidence that this subject is being generally accepted by small high schools. Whether it should or not probably remains with the demands of each local community.

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[1] Abernathy Loc. cit.

The second trend referred to by Ferriss[1] is:

2. "Music, art and Drawing."

> "During this period music was introduced by approximately one-fifth of the schools, and art, including drawing by less than one-tenth."

Because all but two schools reported that their music group contained other grades as well as pupils of Grade 9 it was impossible to record actual freshmen enrollments in this work. Choral music, General Chorus, and Glee Clubs are again names for the same thing, therefore, the figures 55, 1 and 4, representing the enrollments each of these respectively, can be added together. (See Table 3.) This makes a total of 60 schools out of 93 or 64.5 per cent which are offering this work to their freshmen. These figures compare favorably with those subjects having high enrollments. Table 5 shows this comparison. In column (1) of this table are the subjects reported by over 50 per cent of the schools. Column (2) shows the percentages involved. From the comparison small high schools in Massachusetts are in agreement with the national trend in this field referred to by Ferriss[2]. From the point of view of art and drawing however, there is little

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[1] Ferriss Loc. cit.

[2] Ferriss Loc. cit.

indication in the freshman year of the trend observed by Ferriss. Only seven schools reported giving this work to freshmen.

The third trend pointed out by this authority[1] is,

3. "Commercial subjects."

Table 5. Comparison of subjects with highest enrollment being taught to freshmen.

Subjects with highest enrollments (1)	Percentages of schools teaching these subjects (2)
English - - - - - - - - - - - -	97.8
Latin I - - - - - - - - - - - -	93.5
Algebra - - - - - - - - - - - -	86.0
General Science - - - - - - -	82.0
Choral Music - - - - - - - -	64.5
Community Civics - - - - - -	56.0
Junior Business Training- -	50.0

He reports:

> "One-fourth to one-third of the schools in the two groups of smallest schools reported the addition of such commercial subjects as stenography, bookkeeping, typewriting, etc. Junior business training was reported as having the highest percentage of adoption."

While the number of schools reporting Bookkeeping, Typewriting, Commercial Geography, Commercial Law and Business Correspondence to freshmen was appreciably small it will be noticed that 50.0 per cent of the schools are teaching Junior Business Training to their freshmen. This is strictly in accordance with Ferriss'

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[1] Ferriss Loc. cit.

statement, viz: "Junior Business Training was reported as having the highest percentage of adoption." It also supports the findings of the State Committee[1] when it reported that, "Nearly fifty per cent offer a course in Junior Business Training." In connection with this statement it should be kept in mind that the State report included all grades and it was made in 1934. Therefore, it is quite likely that the 50 per cent shown in Table 3 showing enrollments for freshmen only and recorded this year indicate a further increase in the presentation of this course in small high schools of Massachusetts.

The fourth trend is:

4. "Foreign Languages."

> "Approximately one-sixth of the schools reported the complete elimination of Latin from their programs during the five-year period under consideration, and in addition a considerable number reported the discontinuance of a third and fourth year of the language. French was reported dropped by approximately one school in ten during the same period."

Again the State Committee[2] makes the following observation for the entire small high school curriculum concerning this field:

"The Massachusetts survey shows no decrease in the offerings of foreign language." Table 3 shows that 93.5 per cent of the small high schools still teach Latin to

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[1] Ibid, p. 7.

[2] Abernathy, Loc. cit.

its freshmen. While this figure again supports the Committee[1] it seems well to point out a comparison made in Table 6:

Table 6. Freshmen subjects recorded in order of their rank by enrollments.

Subjects (1)	No. of freshmen enrolled (2)	Per cent enrolled (3)
English - - - - - - -	4018	97.0
General Science - -	2864	69.0
Algebra - - - - - - -	2034	49.0
Community Civics -	1992	48.09
Junior Business Training - - - -	1447	35.0
Latin - - - - - - - -	1303	31.4
(Other foreign languages) - - - -	242	5.88

Considering enrollments, (this table was made from the 6 subjects having the largest enrollments. Column (1) gives the names of the courses, column (2) the freshmen enrolled and column (3) the per cent.)

Latin is the smallest of the large group. All other languages have the comparatively small total enrollment of 242 pupils. Again it is felt that this is important evidence showing a trend in accordance with national movements. Although the number of Massachusetts small high schools has shown little or no decrease in the language offerings, the total enrollment does not show

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[1] Abernathy, Loc. cit.

such a "universal" offering. Enrollments in freshman subjects are more significant than the number of schools teaching freshman subjects. For this reason, and because such subjects as General Science, Community Civics, and Junior Business Training (subjects which have not been regarded as College Preparatory, or "Traditional Subjects) have enrollments considerably larger than the foreign languages, it would seem that the general trend is away from the teaching of foreign languages to freshmen.

The last national small high school trend mentioned by Ferriss[1] was:

5. "Social Science, Constructive Arts, Health, Physical Education, and Physical Science."

> "Economics has gained; vocational civics and the study of occupations have made significant gains; the newer integrated course in general social science has won a place in a small percentage of the schools; ancient history has been dropped by approximately one school in twelve; manual training and shop work show good gains; physical training and health education have been introduced in a small way in an encouraging percentage of the schools and botany and zoology are giving way to general science and biology."

The Massachusetts Committee[2] made the following general statement involving all grades in the small high schools of the State:

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[1] Ferriss, Loc. cit.

[2] Abernathy, Loc. cit.

> "In the small Massachusetts high schools, ancient history and modern history are the most commonly offered courses in addition to the required American history and government; world history, economics, problems of democracy, sociology and vocations are occasional offerings; botany and zoology seem to have given way completely to general science and biology; manual training and shop work are offered in less than one-third of the schools; only nine schools have made any provision for health and physical education in their curriculums."

In this study concerning freshman subjects, it was found that one school taught Modern History; one, Problems of American Democracy; two, Vocational Civics; four, Biology; 77 taught General Science; 23, Ancient History; 35 the Constructive Arts; while none taught economics and sociology as such to freshmen. Thirty-nine schools reported Physical Education classes. Community Civics lead all of the Social sciences with 48.09 per cent of the freshman enrollment taking this work. This represents 56.0 of all of the schools of this class. In some subjects, reports show little similarity to the trends observed by Ferriss. In other subjects as Community Civics and General Science, there is a strong support of his work. Economics and vocational civics shows little or no adoption in freshman curriculum; the "newer integrated course in general social science"[1] has no place. One school reported a "Social Studies" subject. On being questioned about this work the

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[1] Ferriss, Loc. cit.

following reply was made: "We were not satisfied with this course; it has been abandoned." The subject had been in their curriculum for three years. Ancient History is still being taught in 31.2 per cent of the small schools.

Although 37.6 per cent of the small schools report the teaching of Constructive Arts and 42.0 per cent report teaching Physical Education, the State Committee[1] sees room for much improvement.

> "In view of the fact that some fifteen per cent of the graduates of small high schools enter college, it seems that undue prominence is given in the curriculum to those subjects that are strictly college preparatory in nature. Certainly no other reason could justify the prominence of four years of Latin, three years of French, and from three to four years of mathematics in the small high school curriculum. The old theory that the mental faculties are strengthened by rigorous application to abstract mathematics, Latin and foreign languages, has long since been disproved by James, Thorndike, Dewey, and others, and at the same time experiments have shown that such practical subjects as home economics have higher transfer values than any of the traditional subjects. If we allotted less time to some of these subjects, we would have room for the introduction of such courses as would enable us to approach more closely the fundamental aims of education.
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> "Health comes first in the accepted objectives of secondary education, yet only nine of the forty small schools studied in this state made any pretense of offering courses in health or physical training.

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[1] Abernathy, Loc. cit.

> "In this period of national distress, we must prepare our students for more effective citizenship by acquainting them with the great social, economic, and political problems confronting this nation today. Nevertheless, ancient history is still offered in twenty-three of these forty small schools while only eleven offer courses in economics and eleven offer such courses as those given under the name of problems of democracy.
>
> "No one can doubt that training for worthy home membership is a major reponsibility of the small secondary school. Nevertheless, we are not putting courses in home training into the curriculums. Only eleven schools out of the forty report such courses.
>
> "Vocational preparation we accept as a worthy aim of our schools, yet, in spite of the fact that most small schools are located in rural communities where many of the boys are likely to find part or full time employment on the farms after leaving school, we fail to provide sufficient courses in agriculture or mechanical arts, subjects which should have great practical value for them."

However, the general conclusion which can be made to Chapter III is that the evidence points to a decided attempt made by small Massachusetts high schools to meet the demand of changing times and individual differences by a regulation of the curriculum. This is supported by the following general observations:

I. The extensive list of subjects being offered to freshmen.

2. The trend away from "traditional" subjects.

3. The increased attention being given to commercial subjects, Constructive Arts, Social

Science (other than Ancient History) and Physical Education.

4. In the field of Mathematics there is a trend away from compulsory Algebra and a movement toward General Mathematics and Commercial Arithmetic.
5. While Latin is still being taught in most small high schools, there is a tendency to get away from this as a "universal" offering. The importance of other languages to freshmen is very minor.
6. The presentation of music courses is receiving considerable attention in small high schools.
7. Home economics courses are likewise receiving a good deal of consideration.

General Recommendation made to freshmen curriculum revisers concerning the Marshfield High School.

The Marshfield High School offers three curricula to its freshmen, viz.: College Preparatory, Commercial and General. The subjects in each course are listed as follows:

COLLEGE	COMMERCIAL	GENERAL
English	English	English
Algebra	Algebra	Algebra
Ancient History	Ancient History	Ancient History
Latin	General Science	General Science
Freehand Drawing*	Freehand Drawing*	Freehand Drawing*
Music*	Music*	Music*
Physical Education	Physical Education	Physical Education

It will be observed that there is very little provision for individual differences in these courses. Although it is generally recognized that there is a place for these subjects in the small high school curriculum it is recommended,[1] from the study of current practices made above, that consideration be given to the possible adoption of the following subjects to the Marshfield freshmen curriculum:

1. General Mathematics or Commercial Arithmetic
2. Community Civics
3. Junior Business Training
4. Constructive Art subjects
5. Home economics courses

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[1] John and Margaret Norton, "Foundations of Curriculum Building," Gin & Co., Boston, 1936. p. iii-597

CHAPTER IV

THE HOME AND CURRICULUM REVISION

It must be kept in mind that the purpose of this study is to determine what should be the curriculum for the freshman class of the Marshfield High School on the basis of current practices and individual differences of the pupils of grades eight and nine. In attempting to determine individual needs, interests and abilities, and consequently the best curriculum for these pupils, it was decided that much valuable information, pertinent to the problem, could be obtained by going to the homes of these pupils and talking directly with their parents. The philosophy supporting this procedure is best expressed by Norton[1]:

> "The curriculum, on the other hand, is the sum total of the conscious wants which compose a child's life and from which he learns. It involves not only in-school but out-of school experiments of all types. Whereas the teacher is more directly concerned with school experiences, he must not be oblivious to those taking place outside the school. The curriculum is not a body of subject matter to be memorized and recited. It is a series of experiences, as a result of which the child's personality is continuously modified."

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[1] Norton, Loc. cit.

All secondary schools are still pressing on toward the goal of universal education adapted to the abilities, interests, aims and needs of the individual boy or girl.[1] Certainly the interview technique is another way of obtaining facts relative to individual differences[2] such as personal history, habits and desires, as well as abilities. Billett[3] would seem to encourage this approach in determining individual differences when he says:

> "In the matter of providing for individual differences each school presents specific problems in many respects unique. For this reason no intelligent school head expects to find somewhere ready-made a program of provisions for individual differences for his own school. He knows that an integrated program of provisions for individual differences adapted to his own specific school and community must be the product of thoughtful planning and experimentation with local situation in mind."

It is therefore logical to assume that important light can be thrown on curriculum needs by visiting the homes of the parents of these children.

In the appendix the form of interview used is shown. The style of the interview was taken after Seyfert.[4] Some of the items were also suggested by

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[1] Billett, Op. cit. p. 415.

[2] Good, Barr, and Scates, Op. cit. p. 378.

[3] Billett, Op. cit. p. 416.

[4] W. C. Seyfert, "Pupil Adjustment Study-Student Interview," Harvard University School of Education. Not yet ready for publication.

another study of the same author.[1] But for the most part, the items centered about the obtaining of facts pertinent to the problem at hand. School records and the present curriculum peculiar to the Marshfield High School were all considered in the developing the form used in the interview. One fact should be borne in mind, viz: while these interviews were being planned it was essential to be as thorough and complete as possible. In order to avoid mistakes in obtaining incomplete data which might have lead to the impractical and unsatisfactory need of revisiting the home, the procedure was followed of experimenting with "trial" forms on a few immediate friends who had children in these grades. After six such interviews one "trial" form was discarded and the form observed in the appendix was decided upon. The first trial form of a few questions on a five by three inch card proved to be unsatisfactory because of its incompleteness and lack of space to record the necessary data. The form finally used is not necessarily the recommended one for it in turn could have been revised after several more interviews. For example, it will be noted that question No. 14 refers to the length of time spent on homework. Many parents thought

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[1] W. C. Seyfert, "Pupil Adjustment Study-A Questionnaire for Parents." Harvard University, School of Education. Not yet ready for publication.

that the amount of homework required was too much and some volunteered the additional information stating that their children had a difficult time with the work because they had a hard time obtaining the proper reference books. The question then came up about the feasibility of including in every interview a question about easy access to reference books. Due to the fact that this additional feature was not started until several interviews had been made, and due to the fact that, because it was not printed with the other material (it was forgotten in some cases) the results are not complete. Likewise, as there was considerable informal talk in the community about the building of a new high school, it was suggested to the School Committee that a question be included in the interview concerning the supporting of such a movement. Permission was granted, but as this was done after the interviews got under way it also led to a lack of completeness.

Some items were put into the interview questionnaire which, on first observation, might seem to be beside the purpose of the interview. Yet, there was a sincere attempt in this work to make it broad in its scope and learn facts which would help the school to understand more thoroughly and humanly the "case" of each pupil. While it is admitted that the primary purpose of this study was to attempt to determine a

new curriculum, it was also constructed to be of immediate value to these pupils and the school.

The technique used may be divided into three parts, viz.:

1. The approach to the parent.
2. The actual interview.
3. Results of a choice of subjects given to pupils and parents.

They are described in this order.

The Approach to the Parent

At first, no letter of explanation preceded the interviews; consequently two difficulties arose. One was that parents were not always at home when the interviewer called and the other was that a lack of smoothness to the introduction had a tendency to affect the rest of the interview. It was noticed throughout the interviews that the old traditional attitude toward visits by the schoolmaster existed. That is, they seemed to think that such a visit indicated "trouble." In fact, one parent admitted this to the interviewer and many parents registered this attitude when they made comments such as, "This is something new isn't it?" and "I think it is a fine idea." In order to determine the approximate time at which the parent would be found at home and in order to give the parent a proper "mental set" for the interview, a preliminary letter was sent.

(See appendix.) This letter also gave the parent an opportunity to prepare for the coming interview. The advantages of this approach seemed four-fold:

1. It "eased" the parent's mind.
2. It gave her a chance to think over item No. 45 (see appendix) which says, "Would you state definitely where we might improve in our work with your child?"
3. It enabled her to suggest a time when both father and mother could be present. (Fathers were interviewed as well as mothers.)
4. It gave a freedom and smoothness to the interview that was helpful.

All school men have experienced difficulties with parents. Many parents have seemed unfair in their criticism against the policies usually "dictated" by the principal. Because of this a "real" or "apparent" barrier seems to exist between such parents and these principals. In such cases, it would seem that visiting these homes would gain little, for the school man would not be welcomed. It was found, however, in the few scattered cases which existed that more could be gained by visiting these homes.

The interviews to these homes did much to clear up the misunderstandings that existed and to create a better feeling which formally did not exist. The observation was that because the school man was willing to take his time, go to the home, listen to the complaints and explain situations to the best of his ability, the

parent was also willing to go half way and at least appreciate his effort by being less belligerent.

It was also thought that even in the friendly homes the intrusion of the sanctity of the family circle would not be looked on with favor. In other words, there was some question as to whether the principal would be welcomed in even the friendly homes. This fear was entirely dispelled when replies came in, expressing a sincere interest in the proposed visit. And further, every interview proved that the parents were delighted at the chance to talk about the problems of their children. This experiment indicates that it is much more practical for the school man to go to the home.

It might be well to point out that the school man must find time for these interviews. Although a careful record was not kept of the average time required for each interview, it was estimated that the average interview required an hour. This meant that on an average, only two interviews could be made in an afternoon. Five o'clock was observed as the deadline after which it was not advisable to interview because of supper time. When evening work was done the hours of 6:30 to 8:30 were found to be the most practical. With school closing at 2:30 it can be seen that the interviewer would have to start his "field work" at once.

As the principal was the interviewer in this case it was necessary for him to be relieved of much of the clerical work that had formerly been his. Consequently, a permanent clerk was hired to take complete clerical responsibilities. Without this help this work would have been extremely handicapped. Before the actual interview results are referred to, the following conclusions from this study can be drawn on the "approach to the parent:"

1. It was best to precede the interviews with explanatory letters to the parents.
2. It was best to let the parent suggest the time for the visit.
3. The principal is a welcome figure in the home over issues relative to school children.
4. The principal (if he is the interviewer) must be released from routine duties to do the job in a reasonable time.

The Interview

The results of these interview questionnaires indicated that there was little "chocolate-coating" of answers. Parents were as frank as they could be; if they didn't know a question they usually said so; if they didn't like a practice or a teacher they stated their case without hesitation. They seemed to have the feeling that the interview offered them an opportunity which they never expected and consequently, they for the most part, made the most of it.

As will be observed (see appendix) the interview form was divided into five parts. (Preliminary informa-

tion dealing with pupil's name, address, place of birth, and number of persons in the home was recorded.) The first part, questions 1-9 recorded answers dealing with the physical status of the pupil. The second section, questions 10-27, deals with his school life and activities, the third, questions 28-37 his social and outside activities, and lastly, questions 38-46, section four, his plans for the future. The five divisions dealt with general observations and criticisms. Information from each one of these would tend to influence the school approach.

There was one practice made in these interviews that could not be regulated, and that was the presence of the children of the home, and the pupil in question. They would insist on gathering about. In a few scattered cases the parents insisted that the children be absent; but for the most part they took part in the interview. In many instances, if the parent could not answer a question they called on the child to answer it. In some cases this made little difference, while in others it prevented a more intimate understanding. This had one advantage in that it gave a check on the accuracy of the information obtained.

The need for real services to the pupils' parents can be determined and rendered by this interview technique.

Many times parents wanted information concerning admission to certain institutions or government organizations. These requests led the interviewer to adopting the practice of taking with him on the interviews a handbook on college admission[1] so that accurate information could be given. Government agencies were also written asking that similar information be forwarded to the homes. In one home of very limited means there was a sincere request for a dictionary which would help the pupil in his work. The home had none. The length of the lunch hour and physical education requirements were also items in which the interviewer found that the school could offer real services to the parents.

The practice of checking home information by having conferences with the visiting nurse was found to be very helpful. More accurate information was obtained by recruiting the aid of this school officer for information concerning epilepsy, neurotic and syphilitic cases.

The results of the sixty interviews made are in the form of brief summaries for the five divisions which have been mentioned on page 47. As has been formerly indicated, much information, not necessarily pertinent to the problem, was obtained. To present it here would tend to

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[1] R. H. Lane, Where Are You Going to College? Boston; A. H. Leavis, Publishers, 1938.p.iii-77

make this work too voluminous. Consequently, the most important observations have been taken from the interviews and summarized and those which will "throw light" on the freshman curriculum problem have been particularly noted.

The Physical Records (Part I) show that 56 of the 60 pupils enjoy good health. Only 19 have been kept out of school for some illness and in all of these cases the sicknesses were those of early childhood. Comparatively few have trouble with their ears or eyes. Forty-one have regular hours for sleep and the majority of parents insist on an early bed hour. Six to seven o'clock is the popular time for arising. Forty-four parents insist on a regular time of exercising and most of these pupils spend the entire afternoon so engaged. Comparatively few drink tea or coffee. This information indicates that the parents, for the most part, insist on sound health habits and that most of the pupils studied are in good health.

I. Results of physical records of the pupils of grade 8 and 9 taken from 60 home interviews:

Condition of health

Good 56 , fair 4 , poor 0 .

Pupils having sickness which kept them out of school for one or more months 19 .

Pupils having eye trouble 7 .

Pupils having ear trouble 3 .

Pupils having regular hours for sleep 41 .

Pupils going to bed between the hours of 7-8 1 , 8-9 41 , 9-10 16 , after 10 2 .

Pupils getting up in the morning between 5-6 1 , 6-7 59 , after 7 0 .

Pupils having regular time for exercising 44 .

Amount of time in the afternoon used by pupils for exercising; less than one hour 2 , 1-2 hours 17 , more than 2 hours 41 .

Pupils who drink tea or coffee 16 .

Part II of the interviews, dealing with School Life and Activities, is more closely related to the problem of curriculum revision. But due to such a wide range of answers and due to influence of personalities rather than subject content it was difficult to obtain concrete help from this data. For example, Algebra and Ancient History were the subjects best liked, whereas Arithmetic (a related subject) and English were mentioned mostly as subjects being disliked. This may have been due to the personality of the teacher. According to Chapter III of this work, it is the most needed of all subjects. If pupils were allowed to follow their likes and dislikes they would, in all probability, fail to take that which would be most beneficial to them.

Fifty-four pupils of these grades seem to like to go to school. One to two hours seem to be the length of time most spent in preparing the next day's assignment. All pupils were considered to have a proper place to study, for it was observed that all homes were warm and that the parents were considerate of this by indicating precisely where the pupils studied. The only practice that might be questioned is where the pupil, on his own initiative, insisted on studying with the radio on, or with groups of people about. But these cases were not common practice.

Fifty-seven pupils liked their teachers. Nearly all of the parents (58) felt that proper attention was being given their children. There appeared to be limited musical ability for only 24 played musical instruments or sang and of these few were accomplished players.

One important observation is the unanimous feeling that exists toward extra curriculum activities program. All parents thoroughly believed in the student activity program as put on by this school. They liked to have their pupils take part because it broke the "monotony of the academic work" and it trained them to be less "self-conscious." Practically all of the pupils (59) in turn liked these.

Collecting (stamps, pictures, relics, etc.) seemed to be the most used hobby. But little evidence for the need of any curriculum reorganization along the lines can be gained from such a scattered list of interests. The majority (14) of pupils had no hobbies.

II. Results of school life and activities of the pupils of grade 8 and 9 taken from 60 home interviews:

Number of pupils who like to go to school 54 .

Subjects liked best by pupils

American and Ancient History
Algebra
Music
Drawing

Subjects disliked by pupils

English
Arithmetic

Length of time spent on homework less than one hour 8, 1-2 hours 40, 2-3 hours 12.

Number of pupils who can receive help from home 38.

Number of pupils having a proper place to study 60.

Subjects which seem to take the most time to prepare

Arithmetic
Algebra

Number of pupils who like their teachers 57.

Number of parents who think the teachers are showing enough interest and giving enough attention to their pupils 58.

Number of pupils who play a musical instrument 24.

Number of pupils interested in out-of-class activities (clubs, assemblies, etc.) 59.

Parents who feel extra curriculum activities should be a part of the school 60.

Number of pupils having hobbies.

Types of hobbies:

Collecting	13	Entertaining	1
Music	4	Drawing	6
Reading	3	Writing	1
Mechanical	5	Others	3
Nature	9	None	14
Cooking	2		
Sports	8		

Part III shows a sampling of the results of this division of the interview. Again, little concrete information can be gained from these for a sound program of freshman curriculum revision. Such information is, however, of importance to the school for diagnostic purposes. Comparatively few pupils are compelled to do much work at home. It was found that a great majority of parents insisted that their children follow a program of outdoor activity in the afternoon and one of study at night. There was definite indication of an insistence on a healthy program for their children. There were few having part-time positions, (11) partly because such jobs are scarce in this town and partly because of the age level of the pupils. The older pupils had first choice. The parents reported a surprising large number who are thrifty (41). Many of these youngsters are compelled to purchase their own clothes. Few parents (9) believe in giving money to their children. Parents who gave outward appearance of being financially able to do so felt that it was a bad practice to get into and that children should learn the value of money.

Sports, reading, music, and hobbies were the most popular types of leisure activities, while moving pictures and parties were not so common. Many parents emphatically stated that they regulated their child's visits to the

movies and to parties, and they further informed the visitor that their children were not allowed to go to the pictures on school nights. Possibly more pupils would go to these functions, however, if it were not for the problem of transportation.

III. Results of Social and Outside Activities of the pupils of grades 8 and 9 taken from 60 home interviews:

Number of pupils who have work to do at home;
much 10 , little 48 , none 2 .
Number of pupils who have part-time jobs 11 .
Number of pupils who have to earn their
spending money 51 .
Number of pupils who were gainfully employed
last summer 25 .
Number of pupils who save their money with some
worthwhile objective in mind 43 .

Most popular types of leisure activities:

Sports
Reading
Music
Hobbies

Activities engaged in only occasionally:

Movies
Parties

Types of reading liked best by pupils:

Newspaper "funnies"
Adventure
Mystery
Animal
History

There was a wide range of reading interests, but funnies, adventure, mystery, animal stories, and history were the most popular. Some parents refused to allow "pulp" magazines into the home and others frankly admitted that they knew little of what their youngsters read.

Results of the Plans for the Future (Part IV) of the pupils of grades 8 and 9 taken from these interviews, however, throw some light on the need for a changed freshman curriculum in the Marshfield High School. This summary shows the grade level which the parents have stated as the goal of achievement which they hope their youngsters will attain. This level was given with some idea of what would be within their means to support. Ability, interest, and financial support were all considered. One parent thought that it was foolish to push his boy any further. The boy was anxious to join the Navy and it was felt that there was little that the school could offer. Thirteen parents said that their children (boys) would go to a trade school before or after graduating from high school because they felt that their children were mechanically inclined. Yet, the

Marshfield High School offers a strictly academic curriculum. Thirty-one parents insisted on a high school education regardless of what it is. Sixteen of the homes expressed a hope that their children will go to college. Seven of these indicated some doubt as to how it was to be financially accomplished. In other words, it is more than likely that only one-half of this number will ever go to college. This statement is supported by the fact that in the last seven years sixteen of the 150 graduates went to college and not all of these completed their college careers. This means that on an average of between two and three pupils from each grade started college. According to these grade levels, undue influence is being given to a small fraction of the real needs of the freshmen. The question can rightly arise at this time concerning the need of having a third of the academic program devoted to a truly small interest. It should also be remembered that the only difference between the college course and the other two (see page 38) is that Latin is given in place of General Science. English, Algebra, and Ancient History are given to all pupils. These last three subjects are generally recognized as college preparatory subjects,[1] so in the respect of subject matter offered to freshmen much more than one-third

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[1] Abernathy, Op. cit. p. 1-20

of the curricula does not consider the interest and objectives which the parents have in mind.

A resumé of pupil occupational interests as presented by parents also gives a similar picture. Twenty-one were frank in their admission that they were very doubtful concerning the occupational interests of their children. Many of those who spoke of occupational possibilities also admitted that there was some doubt as to what their children really wish to be. The general classification given in Part IV expresses, in *broad* terms, the desires mentioned however. For example, those boys who wished to become carpenters and those who wished to be car mechanics were listed together under "Mechanical." They may change their trade, but the facts pointed to their *mechanical* interest and aptitude which in all probability would lead to *some* mechanical occupation.

Those in the commercial field were all girls (12) and they would in all probability follow this field through high school at least. Four were definitely interested in doing only housework, two boys wish to join the Navy, and sixteen wish some sort of an academic career. Slightly less than twenty-seven per cent of the parents indicated a probable need for a college curriculum, twenty-five per cent were definitely interested in the mechanical field, twenty per cent in the commercial

field, approximately seven per cent in home economics. Thirty-five per cent were still somewhat undecided, but with this group the chances of their going to college would be highly improbable.

The general conclusion to be reached from Part IV is that in addition to strictly academic subjects this school should offer courses to its freshmen in:

1. Commercial fields
2. Home Economics fields
3. Mechanical fields
4. General fields

IV. Results of the Plans for the Future of the pupils of grades 8 and 9 taken from 60 home interviews:

Grade levels which parents expect their children to achieve:

Junior High School 1

Senior High School 31

Vocational School 13

College 16 (7)

Indications in the home of definite occupational interests of the pupils:

Commercial fields (mostly secretarial) 12

Mechanical 15

Home economics 4

Academic 16

Navy 2

Definitely doubtful but will go through High School

anyway 21

Part V gives the final results of the interviews. It would seem that many suggestions were made as to the way the school could improve its work with the pupils of these two grades, directly contradicting the record made that fifty-five parents expressed satisfaction with the work of the school. It must be kept in mind, however, that to point out a way for improvement did not necessarily mean dissatisfaction. In addition, the five parents who actually did express dissatisfaction were quick to absolve the school of any blame.

The conclusions from these interviews which help in determining general freshman curriculum revision may be summed up as follows:

1. Parents believed that extra curriculum student activities should be a part of the school program.
2. Parents believed in a balanced health program which included proper physical exercises.
3. Parents pointed to a need of developing the Commercial, Home Economics and Mechanical fields.

V. Results of General Observations in the homes of 60 pupils of grades 8 and 9.

Number of parents who feel that the school is doing satisfactory work with their children 55

Ways in which parents thought the school might improve its work with their children:

"Give more recreation."

"Give more commercial work."

"Offer cooking."

"Increase length of lunch hour."

"Give elocution lessons."

"School's bus service could be improved."

"Do not keep children after school making them walk long distances."

"Certain teachers could explain lessons better."

"Make my child study."

"Give him more attention in certain subjects."

"Improve his writing."

"Lessen amount of homework."

Results of a choice of subjects made by Pupils and Parents.

The third part of the interview technique used consisted of an attempt to find out what the pupils should have for a curriculum by asking both the pupils and the parents to pick out from the composite referred to in an

early part of this study (see page 17) the courses which they think would be best for them to take. The parents and pupils were given a similar form (see appendix) taken from part of the study referred to above. The pupils were given their copies in school and the parents at the close of each interview.

A study of table 7 will indicate several interesting observations. In this table are the results of the subjects chosen by the pupils of grade nine. Column (1) of the table contains the subjects taught to freshmen and Column (2) the number of grade nine pupils who chose the different subjects. They were allowed to choose only the number of subjects that would be consistent with an average pupil load. Other than the subjects that would not require preparation , five was suggested as the number. That is, it was suggested that courses like Physical Education, Glee Club and Drawing be considered as extras.

The subjects receiving the largest number of votes in grade 9 (see table 7) were English (24), Algebra (19), Ancient History (15), Freehand Drawing (17), Glee Club (25), and Physical Education (19). These are all subjects which are already included in the curriculum. Apparently from this procedure little justification can be made for a revision of the curriculum. According to this, most of the pupils seem to think that the work which they are

already taking is satisfactory to them. (See page 38 for the present curriculum offering.) But as has already been observed that there is a "tyranny of titles" in dealing with subjects taught to freshmen. Here it was pointed out that because many of these titles were not understood, with their subject-matter implications, letters were written in an effort to understand the differences (see Chapter III). Similar confusion would naturally exist in the minds of school pupils having had no training in the comprehension of subject other than the ones that they are in contact with. Therefore it seems logical that the subjects which they recognize and understand would be underlined. It would appear that because of this the information would be of little value. When blocks of subject matter and not individual subjects are considered, however, there is a distinct trend that is worthy of observation. A close examination of the subjects recorded under "Mathematics" will show, for example, that while Algebra has been recorded by 19 pupils as being desirous, a combination of the other mathematics courses underlined (except Geometry) total 12.

Table 7. Subjects desired by the pupils of grade 9.

Name of subject	Number of pupils in grade 9 desiring to take subjects
(1)	(2)
Commercial Subjects	
Bookkeeping (first year)	3
Bookkeeping (second year)	
Typewriting (first year)	13
Typewriting (second year)	
Junior Business training	4
Commercial Geography	
Commercial Law	2
Business Correspondence	
English	
English (first year--gen.)	23
College English	1
Penmanship	4
Penmanship and Spelling	2
Business English	6
Creative Writing	1
Foreign Languages	
Latin (first year)	8
Latin (second year)	
Caesar (third year)	
Virgil (fourth year)	
Spanish (first year)	1
French (first year)	5
German (first year)	
General Language	2
Mathematics	
Algebra	19
Review Arithmetic	2
Practical Mathematics	
Applied Mathematics	
General Mathematics	3
Mathematics Survey	
Social Arithmetic	
Review Mathematics	
Commercial Arithmetic	2
Business Arithmetic	5
Plane Geometry	3
Natural Science	
General Science	13
Biology	
House Science	

Table 7 (cont.)

Name of subject	Number of pupils in grade 9 desiring to take subjects
(1)	(2)
Social Science	
Community Civics	2
Vocational Civics and Community Science	
Ancient History	15
History of Civilization	3
Social Studies	
World History	5
Medieval and Modern History	3
History to about 1700 A.D.	
Problems of American Culture	
Problems of American Democracy	2
Vocational Civics	
Manual Arts Subjects	
Art	
Appreciation	
Design	7
General Household Arts	
Vocational Household Arts	
Freehand Drawing	17
Industrial	
Mechanical drawing	3
Woodworking	3
Metal working	
Foundry	
Machine Shop	6
General Shop	1
Manual Training	4
Handicraft	3
Home Economics	
Home economics	1
House care	
Home nursing	3
Home management	
Nutrition	
Foods (first year)	
Foods (second year)	
Sewing	1

Table 7 (concluded)

Name of subject	Number of pupils in grade 9 desiring to take subjects
(1)	(2)
Clothing (first year)	1
Clothing (second year)	
Agriculture	
Agriculture	2
Farm mechanics	
Music	
History and appreciation	
Choral music	
General chorus	6
Glee Club	19
Harmony	
Band	5
Orchestra	8
Miscellaneous	
Physical Education	19
Guidance	2

It has already been pointed out that there is little difference in many of these mathematical subjects. With the exception of Algebra, Geometry, and possibly Commercial Arithmetic, they all could be called "General Mathematics." The fact is that 12 pupils know that they wouldn't take traditional Algebra again if General Mathematics was offered. This represents slightly more than a third of the present freshman class. It is possible that more pupils would have registered for general mathematical subjects if they had better understood some of the titles used.

In table 8, showing the same information tabulated for grade 8, the results are similar. Seventeen pupils would plan to take Algebra while thirteen, again approximately one third, indicate a preference for the more general field. The Algebra prognostic test, (see table 11) reveals that 15-20 are somewhat qualified for Algebra work. The recordings of these individual desires indicate a need for revision in the Mathematical field in the Marshfield High School.

It will be notices that no commercial subjects are being offered to Marshfield freshmen. Yet tables 7 and 8 show that 22 pupils of grade 9, and 28 of grade 8, are interested in this work. Ferriss1/ has observed that there is a distinct trend in small schools to teach

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1/ Ferriss, Loc. cit.

Junior Business Training to freshmen. The tables record a total of only five in the two classes interested in this subject. This would appear to be inconsistent with the trend mentioned above,[1] but a combination of the classes show a total of 24 pupils interested in a commercial subject which they know about~~-~~typewriting. Possibly, if the nature of Junior Business Training was understood, a greater interest would be shown. But the main point is that a total of 50 pupils show an interest in a field which is not offered them until the Junior year.

The recorded desires of these pupils support other trends pointed out by Ferriss.[2] A total of 16 in the two combined grades show a lack of interest in Latin while a total of 16 are recorded as being interested in the other languages, i.e.: Spanish, French, and General Languages. Music, Art, and Drawing show a strong preference as does Physical Education. Although a surprisingly small number have declared for Home Economics courses and many indicate in the Social Studies field a preference for Ancient History.

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[1] Ibid. Ferriss, Loc. cit.

[2] Ibid. Ferriss, Loc. cit.

Table 8. Subjects desired by the pupils of grade 8.

Name of subject	Number of pupils in grade 8 desiring to take subjects
(1)	(2)
Commercial subjects	
Bookkeeping (first year)	5
Bookkeeping (second year)	2
Typewriting (first year)	11
Typewriting (second year)	3
Junior Business Training	1
Commercial Geography	
Commercial Law	3
Business Correspondence	3
English	
English (first year--gen.)	24
College English	4
Penmanship	
Penmanship and Spelling	2
Business English	
Creative Writing	1
Foreign Languages	
Latin (first year)	7
Latin (second year)	1
Caesar (third year)	
Virgil (fourth year)	
Spanish (first year)	2
French (first year)	5
German (first year)	
General Language	1
Mathematics	
Algebra	17
Review Arithmetic	1
Practical Mathematics	
Applied Mathematics	
General Mathematics	2
Mathematics Survey	
Social Arithmetic	
Review Mathematics	5
Commercial Arithmetic	2
Business Arithmetic	3
Plane Geometry	1
Natural Science	
General Science	9
Biology	3
House Science	

Table 8 (cont.)

Name of subject	Number of pupils in grade 8 desiring to take subjects
(1)	(2)
Social Science	
Community Civics	3
Vocational Civics and Community Science	
Ancient History	13
History of Civilization	1
Social Studies	
World History	5
Medieval and Modern History	4
History to about 1700 A.D.	
Problems of American Culture	
Problems of American Democracy	
Vocational Civics	
Manual Arts Subjects	
Art	
Appreciation	1
Design	7
General Household Arts	
Vocational Household Arts	1
Freehand Drawing	12
Industrial	
Mechanical drawing	4
Woodworking	1
Metal working	1
Foundry	1
Machine Shop	1
General Shop	2
Manual training	4
Handicraft	1
Home Economics	
Home economics	
House care	1
Home nursing	1
Home management	
Nutrition	
Foods (first year)	2
Foods (second year)	1
Sewing	1

Table 8 (concluded)

Name of subject	Number of pupils in grade 8 desiring to take subjects
(1)	(2)
Clothing (first year)	1
Clothing (second year)	
Agriculture	
Agriculture	2
Farm mechanics	1
Music	
History and appreciation	
Choral music	2
General Chorus	5
Glee Club	14
Harmony	
Band	1
Orchestra	3
Miscellaneous	
Physical Education	20
Guidance	

At the end of each interview a copy of the list of the subjects being taught to freshmen in small high schools of Massachusetts was left with the parent with the request that they underline the subjects which they think would have been (in the case of the pupils of grade 9) more beneficial to their children. The parents of the pupils of grade 8 were asked to underline those subjects which they thought their children should take when they become freshmen. Not only were the requests self-explanatory, but the interviewer had the advantage of explaining carefully the purpose of this request. A copy of this form will be found in the appendix. Table 9 shows the results of these returns. Forty-one replies were received. Column (1) of table 9 gives the subjects taught, classified by groups, Column (2) records the subjects desired for their children by the parents, Column (3) has the total declarations for each group, and the last Column (4) gives the rank. Roughly two-thirds of the parents showed a wide range of differences. These differences are indicated by the fact that four parents suggested "Creative Writing" while 29 of the 41 still advocated English. One parent advocated Spanish while ten still desired the "traditional" Latin. This latter figure seems to be consistent with that given by the parents in their interviews discussed on page 56.

There it will be seen that 16 parents expressed a college "trend." It is quite likely that ten of these sixteen parents still feel that Latin is a necessary requirement for college entrance. This is not generally admitted to be the fact.

Table 9. Subject desired for the children of grades 8 and 9 by their parents.

Name of subject	Subjects desired for the children of grades 8 and 9 by their parents	Total for each group	Rank of each group
(1)	(2)	(3)	(4)
Commercial Subjects			
Bookkeeping (first year)	11		
Bookkeeping (second year)	6		
Typewriting (first year)	16		
Typewriting (second year)	6		
Junior Business Training	9		
Commercial Geography			
Commercial Law			
Business Correspondence	3	51	1
English			
English (first year--gen.)	29		
College English	2		
Penmanship			
Penmanship and Spelling	12		
Business English	4		
Creative Writing	4	51	1
Foreign Languages			
Latin (first Year)	10		
Latin (second year)	1		
Caesar (third year)			
Virgil (fourth year)			
Spanish (first year)	1		
French (first year)	9		
German (first year)	2		
General Language	4	27	9
Mathematics			
Algebra	11		
Review Arithmetic	8		
Practical Mathematics	3		
Applied Mathematics			
General Mathematics	6		
Mathematics Survey			
Social Arithmetic			
Review Mathematics	2		
Commercial Arithmetic	3		
Business Arithmetic	6		
Plane Geometry	3	42	3

Table 9 (cont.)

Name of subject	Subjects desired for the children of grades 8 and 9 by their parents	Total for each group	Rank of each group
(1)	(2)	(3)	(4)
Natural Science			
General Science	16		
Biology	5		
House Science	1	22	10
Social Science			
Community Civics	1		
Vocational Civics and Community Science	2		
Ancient History	8		
History of Civilization	1		
Social Studies	4		
World History	8		
Medieval and Modern History	4		
History to about 1700 A.D.			
Problems of American Culture			
Problems of American Democracy	4		
Vocational Civics	3	35	5
Manual Arts Subjects			
Art			
Appreciation	3		
Design	7		
General Household Arts			
Vocational Household Arts	4		
Freehand Drawing	5	29	7
Industrial			
Mechanical drawing	6		
Woodworking	5		
Foundry			
Machine Shop	3		
General Shop	6		
Manual training	8		
Handicraft	3	31	6
Home Economics			
Home economics	8		
House care			
Home nursing	5		
Home management	6		

Table 9 (concluded)

Name of subject	Subjects desired for the children of grades 8 and 9 by their parents	Total for each group	Rank of each group
(1)	(2)	(3)	(4)
Nutrition	6		
Foods (first year)	5		
Foods (second year)	2		
Sewing	3		
Clothing (first year)	1		
Clothing (second year)		36	4
Agriculture			
Agriculture	3		
Farm mechanics	3	3	11
Music			
History and appreciation	2		
Choral music	5		
General Chorus	6		
Glee Club	15		
Harmony	5		
Band	5		
Orchestra	14	47	2
Miscellaneous			
Physical Education	25		
Guidance	3	28	8

Other summaries of these findings are that the largest number of declarations are for English and Commercial subjects. Mathematical subjects ranked third in importance to the parents. Of the forty-two who declared for all mathematics subjects only eleven chose Algebra. Foreign Languages were in ninth place out of a possible eleven places which would indicate a lack of interest in this work.

Home Economics courses, of which there are none in this school, received fourth place with 36 declarations for this field. The need for the social subjects was generally recognized, but there was a great range of suggestions. All subjects except Problems of American Culture, and History to about 1700 A.D. received some consideration as a suggested subject. World History and Ancient History shared the position of greatest need, however. The Industrial subjects and the Art subjects ranked sixth and seventh respectively. No industrial arts are taught at Marshfield; yet, these subjects were suggested by 31 declarations. Of this group, manual training dominated with eight parents suggesting that it be adopted. Fifteen of the 29 asking for art subjects desired freehand drawing, a subject which has been in the Marshfield curriculum for some years.

The demand for music is consistent with the trend

pointed out by Ferriss.[1] These subjects ranked second place importance with 47 declaring in favor of some form of music being part of the curriculum, While twenty-eight parents out of forty-one indicated that physical education should be an important phase of the school curriculum.

The following conclusions to the Interview technique of determining curriculum desires of the pupils and parents can be made:

1. Pupils and parents are in agreement that English is of paramount importance to the curriculum.
2. Pupils and parents do not feel that Algebra, as a subject, demands the same degree of importance in the curriculum as English.
3. There is a feeling with both groups that while Algebra may be of some need, General Mathematics should also be a part of the curriculum.
4. Both pupils and parents express a need for an expansion of the Commercial field to meet their demands.
5. Home Economics subjects should definitely have a place in the freshman curriculum.
6. Industrial arts should likewise be recognized.
7. Music and Physical Education are both strongly urged by both the parents and the pupils.
8. Languages should be part of the curriculum, but mostly for the few who will probably need it for college entrance.
9. In the Social Studies' field less emphasis could be placed on Ancient History.

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[1] Ferriss, Loc. cit.

CHAPTER V

TESTING PROGRAM

Current practices in the curriculum offerings to freshmen in the small schools have been determined and the interests of the parents of the pupils of grades 8 and 9 of the Marshfield High School have been generally recorded. This chapter deals with still a third technique used in determining what the curriculum offering should be in the Marshfield High School. This method involves a testing program which will reveal important general individual differences which in turn should be recognized in any curriculum revision plan. It was felt that such a program would either support or reject many of the desires expressed by both pupils and parents. Parents emphasized the need for commercial subjects, home economics, general mathematics courses, physical education and others. But such desires as expressed are not positive evidence that such subjects should be definitely included. Tests were therefore administered to these two grades in an attempt to get a more accurate picture before recommending a curriculum revision program.

The following tests were used:

- Orleans Algebra Prognostic Test
- Terman Group Test of Mental Ability
- Metropolitan Achievement Test
- Vocational Interest Inventory for Women
- Detroit Mechanical Aptitudes Examination for Boys
- Interest Questionnaire for High School Students
- New York Rating Scale for School Habits
- Background in Social Studies
- Physical Fitness Index Test

These tests were used to determine intelligence quotients, achievement, general abilities of the pupils of grade 9 in the subjects which are under greater scrutiny because of their apparent emphasis in the Marshfield High School freshman curriculum. The subjects referred to are Algebra, History, and Latin. Other combinations of these tests were likewise used, in a prognostic sense, to determine the degree of future success, which might be expected from the pupils of grade 8 in these same subjects.

English and General Science are not seriously questioned because, as has been pointed out in previous chapters, English is generally recognized as being a necessary part of the curriculum for all students. The place of General Science in the freshman curriculum is supported by current practices pointed out in Chapter III,

trends as indicated by Ferriss[1] and best practices as brought forth by Glass[2]:

> "As rapidly as conditions warrant, science should be made a required subject in the seventh, eighth, and ninth years..........it should be a required subject in non-college preparatory curriculums."

This is further supported by the findings of the "Commission on the Curriculum"[3].

In addition to a testing program for the subjects mentioned, records were made of mechanical ability (boys), individual ratings and personal interests were likewise determined for the pupils in both grades.

Table 10 shows the achievement of the pupils of grade 9 in Algebra according to standardized tests and school marks. These results are compared with the intelligence quotients. In column (1), numbers are used in place of pupils' names, columns (2) and (3) contain the Otis and Terman I. Q. tests. The Terman tests were used to check the Otis because the latter seemed to indicate rather high ratings. Columns (4), (5), and (6) have the Metropolitan, New Stanford, and Schorling-Clark

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[1] Ferriss, Loc. cit.

[2] James Glass, Curriculum Practices in the Junior High School, Educational Monograph No. 25, University of Chicago Press, November, 1924, p. 181

[3] The Junior High School Curriculum, Fifth Yearbook, Department of Superintendence, National Education Association of the U. S., 1201 Sixteenth Street, N.W., Washington, D. C., 1927. p. 147

Arithmetic Tests respectively, while the last three columns reveal the present school marks of the pupils.

Pupils 1, 2, 3, 5, 6, 10, 13, 33 all have a relative high record in intelligence, achievement and school marks. According to the results indicated in table 10, these pupils are doing successful work in Algebra. Not only are they in the upper division of their class in achievement and intelligence, but also seven of the eight express a keen desire to go to college. This would also indicate that they are taking the right subject.

Pupils 7, 11, 15, 19, and possibly 35 are of normal intelligence, have attained average standards and show average interests and abilities in this subject, and because of these facts, there is every justification that they are having the right subject in Algebra. However, from the interviews, there is apparently no chance of these pupils going to college because of the financial inabilities of the parents. So there is still the question left unanswered: Is Algebra the right subject for these pupils who will have to go directly from high school into an occupation?

Pupils 4, 8, 9, 12, 14, 17, 18, 20, 22, 23, 26, (Pupils 20 and 23 are repeating Algebra) are all of average intelligence, of varying achievement in Arithmetic and poor to mediocre in Algebra. There is, according to

these figures, serious doubt concerning the advisability of them taking Algebra. Not one of these youngsters has much of a chance of going to college. Interviews with the parents revealed this as well as pointed to occupational interests outside of the college field.

Pupils with I. Q.'s under 93 in this table will probably have difficulty in most phases of academic learning. Their achievements in the standardized Arithmetic corroborate this statement, and they are likewise having difficulty in Algebra. The advisibility of them taking Algebra is likewise extremely doubtful. It might be considered questionable practice to give such pupils mathematics beyond the arithmetic level when such checking points to the fact that these pupils have not a thorough knowledge of the lower level mathematics.

Summing these findings up it can be said that 8 pupils (1, 2, 3, 5, 6, 10, 13, and 33) should take Algebra. Five pupils (7, 11, 15, 19, and 35) should probably take this subject. But there is little justification in giving this subject to 16 pupils (4, 8, 9, 12, 14, 17, 18, 20, 22, 23, 26, 28, 29, 30, 31, 32). Over fifty per cent of the pupils of the present freshman class are not getting the proper mathematical treatment.

Table 10. The Results of tests in Intelligence and Arithmetic and their comparison with the marks of the pupils of grade 9.

Pupils Listed by Numbers	Intelligence Quotient		Metropolitan Achievement Arithmetic Test	New Stanford Test	Schorling Clark Test	Present Academic Ratings by Terms		
	Otis	Terman	1937	1937	1937	1	2	3
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	126	130	10/5	10 plus	12/6	B-	B+	C+
2	126	136	10/3	10 plus	12/10	B+	C+	C
3	124	118	11/1	10 plus	12/10	A-	A	A-
4	120	112	9	8/9	7/9	D	D+	E
5	119	116	10/7	10 plus	12/10	A+	A	B+
6	116	126	8/1	9/7	8/3	B	B-	C+
7	114	113	7/8	8/7	8/6	C	C+	Inc.
8	113	109	8/7	5/9	7/8	E	E	E
9	113	104			8/9	D-	C	E
10	111	116	8/7	7/9	7/6	B-	B-	D
11	110	105		9/2	11/7	C+	C-	D-
12	110	110	7/7	5/9	8/3	E	D-	E
13	110	110	9/4	10 plus	11/8	B-	B	D-
14	109	109	9	6/7	8/9	E	E	E
15	108	110	7/6	10 plus	8/9	B+	C	D-
16	107	103	8/7	9/2	6/9	B	B	B-
17	107	104	6/9		7/5	E	E	C-
18	105	104	8/7	7	7/9	D-	E	E
19	105	94		10 plus	7/9	B-	C+	D-
20	105	99			6/3	C	D	E
21	104	93						
22	104	103		7/4		D-	D-	D-
23	103	102		7/1	6/8	C-	D+	E
24	102	97	9/5	8/7	10/4	C+	E	E
25	99		6/8	6/4	6/3	C+	E	E
26	96	83		6/3	6/3	D	E	E
27	94		9/2	6/3				
28	93	81			7/6	B-	D	D-
29	93	93	6/9	5/8	8/9	D-	E	C
30	92	67		7/2	6/6	C	E	E
31	92	75	7/3	6/6	6/5	C-	E	D-
32	90		6/5		6/3	E	E	E
33		118			10/8	B-	B	B+
34			8	6/1		E	E	E
35					8/7	D-	C-	C
36					12/3	D-	C-	

Table 11 shows the achievements and school marks of the pupils of grade 8 in Arithmetic. At the same time an Algebra prognostic test was administered in order to detect with more validity, those who should or should not take Algebra. In column (1) numbers are used instead of names, column (2) contains their ages, column (3), and (4) shows the Algebra Prognostic tests scores and I. Q.'s respectively, columns (5) and (6) has the Metropolitan Arithmetic scores for two consecutive years and in columns (7) and (8) and (9) are the marks for the present year.

According to the Metropolitan tests and the school marks these pupils for the most part seem to be doing standard work. There might be some doubt concerning the advisability of pupils 18, 22, 24, 25, and 29 taking Algebra, because of the low I.Q.'s recorded for these pupils. Columns (3) and (4) dealing with the results of the prognostic and intelligence tests are the only statistics which throw much light in recommending that other pupils of this class be eliminated from Algebra another year.

Orleans,[1] the author of the prognostic test says:

> "Considering a hundred cases, if the per cent of failures in algebra during the preceding year is about 40 per cent then in this instance it is safe to eliminate 20 per cent of the new algebra pupils on the basis of the test alone,

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[1] J. B. Orleans, Orleans Algebra Prognostic Test, World Book Company, Boston, Massachusetts.

> since these will have much less than one chance in four of passing. Thus, if 100 pupils wish to take algebra and are given the prognosis test, the 20 pupils who attain the lowest scores may be safely eliminated. Permission for the next lowest 15 or 20 pupils to take algebra should be based not merely on the prognosis test but also on ability in Arithmetic, as measured by an objective test, on school habits and on an intelligence test. If this procedure tends to eliminate a few pupils who would obtain passing marks, these pupils would probably just barely pass the first term's work and have difficulty in passing thereafter."

Results of marks showed that over the past three years 30 per cent of the pupils taking Algebra in the Marshfield High School have failed. Thirty cases are studied here instead of 100. Computations made from the instructions referred to above indicate that 15 per cent, or the five pupils receiving the lowest marks, can safely be eliminated from algebra. This includes pupils 25, 26, 27, 28, and 29. Following the instructions of the authors[1/] of the test, it is more difficult to recommend other eliminations. The future success in algebra of pupils 24, 23, 22, 21, and 20 is somewhat doubtful. One fact is interesting to note, and that is that 16 of these students fall in the 30 percentile, and under, of 1375 cases mentioned by Orleans.[2/]

[1/] Orleans, Loc. cit.

[2/] Orleans, Loc. cit.

Table 11. The Results of Intelligence Tests, Arithmetic Tests, Algebra Prognostic Tests and their comparison with the marks of the Pupils of grade 8.

Pupils Listed by Numbers	Age	Scores for Algebra Prognostic Test	I.Q. Terman Form A	Achievement Test Results Metropolitan 1937	1938	Academic Rating by marking terms 1	2	3
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	13	129	119	12-6	14-7	B	B+	Inc.
2	13	126		13-8	15-2	D+	B+	D
3	13	122	119		15-8	A	A+	A+
4	13	119			15-11	A-	A	A-
5	13	103	105	13-6	13-11	D	D	B-
6	13	96	132	14-5	15-0	D	B	B
7	13	92	111	13-1	7-0	C+	C+	B+
8	13	90	115	13-2	14-5	B	B+	B
9	12	84			15-1	C+	B+	B-
10	13	83	106	13-4	14-3	C	B-	C+
11	14	80	91	12-6	13-7	C+	D+	C-
12	13	75			12-3	C	C+	B-
13	13	75	120	12-5	12-3	D-	C+	Inc.
14	14	74	99	13-3	13-8	D-	E+	E
15	13	71	100	12-3	13-0	C+	B-	B-
16	13	69	105	12-7	12-1	B+	B+	A-
17	13	65	93	12-7	12-8	B	B-	B
18	15	65	81	13-10	12-7	B	B+	A-
19	12	62	108	13-4	13-6	C	B-	B-
20	14	59	99	12-3	12-9	C+	C+	C
21	13	59	96	13-1	7-3	B-	B-	B
22	14	51	93	12-4	13-4	D-	C-	C-
23	13	49	110	12-6	13-1	D	C+	B-
24	14	47	85	13-4		D-	D	B
25	15	47	89	13-0	12-11	E	C+	D-
26	14	41	105	12-0	12-0	B	B-	B
27	13	37	115	12-10	12-9	D-	C+	B-
28	14	34	97		12-6	D-	D-	D
29	16	23	75			D	D	D-

The conclusion to this analysis is that possibly ten or more of the thirty pupils who will take Algebra next year could probably benefit by a more general work.

A survey of Latin is made on the basis of intelligence quotients, interests, achievement and future interests. Table 12 shows the intelligence rating of each 9th grade pupil and table 13 the ratings of the 8th grade pupils. Column (1), (2) and (3) of each table gives the number of the pupils, their ages and I.Q.'s respectively. The numbers in column (3) marked with asterisks indicate those pupils who are taking Latin; seven are so marked. When asked why they took Latin they all said they were taking it for college preparation. Yet, Latin is not necessarily a college entrance and for this reason it does not need to be in the freshman curriculum.

Apparently, the pupils and the parents justify the taking of Latin mainly on the grounds that it is a requisite for college entrance. Nine pupils of grade 8 have declared their intentions of entering college. In table 13 these pupils have been likewise checked with asterisks. They are pupils number 4, 17, 20, 23, 24, 26, 27, 29, and 30, and according to this table, they all probably have the intelligence to do the work. Of course, others may take Latin, but on the basis of past averages, interests and abilities it is doubtful if more than this number decide to take this subject.

Table 12. Averages of the Otis and Terman Mental Ability tests given to the pupils of grade 9.

Number of Pupils (1)	Ages (2)	Intelligence Quotient (3)
1	14	128*
2	13	131
3	14	121*
4	15	116
5	14	118
6	13	121*
7	14	114*
8	13	111
9	15	109
10	13	113*
11	15	108
12	14	110
13	14	110
14	13	109
15	14	109
16	14	105*
17	14	106
18	14	105
19	14	99
20	15	102
21	15	98
22	14	104
23	15	103
24	15	100
25	15	99
26	17	89
27		84
28	16	87
29	15	93
30	16	80
31	14	84
32	15	90
33		118*

Table 13. Results of the Terman Mental Ability tests given to the pupils of grade 8.

Number of Pupils (1)	Ages (2)	Intelligence Quotient (3)
1	15	75
2	13	132
3	12	108
4	13	111*
5	14	99
6	13	
7	14	91
8	13	105
9	13	110
10	14	93
11	13	119
12	13	102
13	13	106
14	13	99
15	15	89
16	13	97
17	13	115*
18	13	
19	13	
20	13	119*
21	12	
22	15	81
23	13	96*
24	13	105*
25	15	85
26	13	105*
27	13	93*
28	13	120
29	12	100*
30	13	115*

The conclusion reached from this brief survey is that other modern language requirements already given in the last three years of the high school would take care of any college requirement and that Latin could be dropped from the curriculum in favor of a course which would be more suitable to a larger group of freshmen.

Kepner's[1] tests were used in grade 9 to determine the background already acquired by these pupils in the general field of Social Studies. Ancient History is the compulsory history subject for all freshmen. Under the present curriculum these pupils would all have to take Ancient History next year. The results of these tests will be seen in table 14. In column (1) are the scores on a point basis and in column (2) are the number of pupils. The median score computed for this class was 62.48. Fourteen pupils obtained a score over this median and nine under it. All scores ranged from 40 to 79 or between the 4th and 7th deciles. From this it would appear that this class would profit more from a more general Social Studies' area than such a specialized field as Ancient History.

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[1] Tyler Kepner, Background in Social Studies, Form A, Ginn and Company, Boston.

Table 14. Result of the Background of Social Studies tests given to the pupils of grade 8.

Point Basis Score	Number of Pupils
100	
95-99	
90-94	
85-89	
80-84	
75-79	1
70-74	4
65-69	9
60-64	2 62-48 Mi
55-59	5
50-54	1
45-49	2
40-44	1
35-39	
30-34	
25-29	
20-24	
15-19	
10-14	
5-9	
0-4	

Several parents brought out, in the interviews, the fact that they thought more physical education could be given the pupils. (See Chapter IV.) Abernathy[1] and Ferriss[2] as well as the work done in checking current practices (see Chapter III) also pointed out that not enough Physical Education instruction was being given in small high schools.

In table 15 will be seen the results of the Physical Fitness tests administered to the pupils of grades 8 and 9. Columns (1) and (3) contain the number of pupils tested while columns (2) and (4) show the indices received. Rogers[3] system of measuring physical fitness brings out certain deficiencies that in his opinion need a proper remedial program to rectify. The general "normal" index is computed by him as being "100." Pupils above this index are above the normal and those pupils below it are in need of remedial treatment. Observation of table 15 will show that approximately 50 per cent of the pupils tested are in need of a well organized plan of physical education instruction. It would seem that this conclusion would justify the requests of several parents. According to this, Physical Education should definitely be in the freshman curriculum.

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[1] Abernathy, Loc. cit.

[2] Ferriss, Loc. cit.

[3] F. R. Rogers, Fundamental Administrative Measures in Physical Education. The Pleiades Company, 1932, p. v-249

Table 15. Results of Physical Fitness Index tests given to the pupils of grades 8 and 9.

Number of Pupils of Grade 8 (1)	Indices Recorded (2)	Number of Pupils of Grade 9 (3)	Indices Recorded (4)
1	149	1	121
2	149	2	112
3	145	3	111
4	139	4	111
5	126	5	110
6	112	6	109
7	109	7	109
8	109	8	108
9	108	9	105
10	107	10	103
11	106	11	102
12	103	12	102
13	96	13	101
14	92	14	100
15	86	15	99
16	86	16	99
17	82	17	99
18	82	18	98
19	81	19	98
20	81	20	97
21	71	21	96
22	63	22	90
		23	84
		24	84
		25	81
		26	79
		27	79
		28	79
		29	78
		30	52

The mechanical aptitudes and interests preferences of the boys of grades 8 and 9 are both shown in table 16. In column (1) numbers are again used in place of names, column (2) has the mechanical aptitude results, column (3) the intelligence quotients and the last column (4) shows the interest preference. The asterisks besides the letter ratings in column (2) indicate the boys who have expressed a desire to go to college. College "material" must always be kept in mind in this study because the present curriculum in the Marshfield High School was designed to prepare pupils for college. It will be noticed that only four boys have any intention of going to college. Table 17 gives a composite of the Interest Questionnaire results given to the 25 boys of these two grades. Eight show decided interests in academic and commercial fields respectively, while 16 have interests for technical fields. (Three were not tested.)

From table 16 it would seem that pupils 1-25 might be expected to profit from a varied program which would include certain constructive arts subjects. Pupils with relatively low mechanical ratings and low intelligence quotients might not be expected to accomplish much in either the constructive arts or academic fields. Pupils 26, 27, 30, 33, 34, and 35 fall in this category. This raised the question of what should be done for that

group of pupils who will probably never make a success of school work of any type; yet, because of the inability of those pupils to get jobs and consequently leave school, they remain in school to pass their time away. This fact should be carefully considered by the curriculum reviser.

Table 16. Results of the Detroit Mechanical Aptitudes test given to the boys of grades 8 and 9.

Number of Pupils	Letter Ratings for Mechanical Aptitude Quotient	I.Q.	Pupil's preference as determined by Interest Questionnaire
1	B*	121	Academic
2	C+	109	Commercial
3	C+	131	Academic
4	C+	91	Academic
5	C+	109	Academic
6	C+		Technical
7	C+	106	Technical
8	C+		Academic
9	C	81	Academic
10	C	110	Technical
11	C*	118	
12	C	99	Technical
13	C	116	Technical
14	C-	109	Academic
15	C-	89	Technical
16	C-		
17	C-	99	Technical
18	C-	93	Technical
19	C-*	105	Commercial
20	C-	97	Commercial
21	C-	96	
22	C-	99	Technical
23	C-*	111	Academic
24	C-	99	Technical
25	C-	120	Commercial
26	D	84	Commercial
27	D	93	Commercial
28	D	132	Technical
29	D		Technical
30	D	89	Technical
31	D	102	Commercial
32	D	103	Commercial
33	E	80	Technical
34	E	85	Technical
35	E	90	Technical

The general conclusions reached from tables 16 and 17 would tend to prove that more attention should be given to constructive arts field. These receive no recognition in the freshman curriculum of this school. Pupils show ability in mechanical activities and they are more interested in technical and commercial fields than in the academic, yet, they all have a highly academic program.

Table 17. Results of Interest Questionnaire given to the boys of grades 8 and 9.

Number of Boys Studied	Areas of Interest Preference			
	Academic	Commercial	Technical	Blanks
35	8	8	16	3

Women's Vocational Interest Inventories were administered to the girls of the two grades in an effort to determine the pupil interests. These results are recorded in table 18. In column (1) are the pupils by numbers, columns (2) and (3) give the first and second choice of fields of interest. (For code interpretations see the key immediately following this table.) Columns (4) and (5) point to the first and second choice of specific interest of the pupils and the last column (6) gives the I.Q.'s. The asterisks in the last column

indicate those pupils who wish to go to higher schools of learning. Five are so marked. It will be seen from this table that there is a wide range of interests. This is true even in the differences between first and second choices. A composite is attempted in tables 19 and 20. Column (1) of table 20 shows the choice of occupations, and in column (2) are the number of times these occupations have been mentioned in table 18. It will be seen that the occupation most desired is that of Teacher. Secretarial work is next. The rest appear to be somewhat scattered, but some of these occupations are related. Cooking, dietetic work, tea room responsibilities and hostess work, for example, could probably be combined, while clerical interests and secretarial interests are somewhat alike. Combining these related interests makes a stronger case for the need of subjects in the curriculum that definitely instruct pupils in work that they would like. Secretarial occupations are much to be desired among the girls of this group. Introductory work in this field, recommended by recognized authorities, could well be added to the curriculum of this school. Likewise there is every reason to believe from the recordings of these interests that there is a place for Home Economics courses. Those interested in dressmaking, waitress work, and housekeeping as well as those choosing cooking and dietetics could benefit by such subjects.

Table 18. Results of Women's Vocational Interest Inventory given to the girls of grades 8 and 9.

Number of Pupils	Interest Recorded		Occupations liked best		I.Q.
	1st choice	2nd choice	1st choice	2nd choice	
(1)	(2)	(3)	(4)	(5)	(4)
1	CIE	NSC	News Reporter	Chemist	121*
2	GSF	PSH	Grade teacher	Hostess	121*
3	OCA	MHI	Secretary	Cook	119
4	OCA	GSF	Secretary	Teacher	119
5	MHI	NSC	Cook	Dietician	118
6	GSF	MHI	School Nurse	Housekeeper	115*
7	GSF	MHI	School Nurse	Waitress	115
8					114
9	PSH	CIE	Actress	Dramatist	113
10	CIE	GSF	News Reporter	Librarian	111
11	GSF	MHI	Teacher	Elevator Operator	110
12	GSF	MHI	Music Teacher	Waitress	110
13	OCA	MHI	Secretary	Waitress	108
14					108
15	SBB	GSF	Tea Room Proprietor	Grade teacher	106
16	MHI	GSF	Maid	Grade teacher	105*
17	NSC	MHI	Nurse	Cook	105
18	GSF	OCA	Librarian	Office worker	104
19	MHI	HSG	Dressmaker	Teacher	100
20	GSF	OCA	Scout leader	Secretary	100
21	MHI	NSC	Dressmaker	Dietician	98
22	GSF	OCA	Teacher	Secretary	93
23	OCA	MHI	Information Clerk	Cook	75
24	GSF	OCA	Scout leader	Secretary	105
25	OCA	MHI	Post Office Clerk	Dressmaker	87
26	GSF	NSC	Scout leader	Dietician	100
27	PSH	GSF	Dancer	Grade teacher	
28	NSC	OCA	Dietician	Secretary	
29	GSF	OCA	Teacher	Secretary	
30	GSF	HSG	Grade teacher	High School teacher	105*
31	NSC	PSH	Health work	Dancer	

Key:

OCA--High score indicates interests similar to clerks, stenographers, typists, and other office work occupations.

SBB--Interests similar to retail store sales clerk, and other selling occupations.

NSC--Interests similar to nurse, bacteriologist, and other occupations related to the natural sciences.

SPD--Interests similar to social worker, vocational counselor, secretary, lawyer, and other social service professions.

CIE--Interests similar to artist, writer, designer, composer, and other creative occupations.

GSF--Interests similar to grade school teacher and related occupations.

HSG--Interests similar to high school or college teacher and related occupations.

PSH--Interests similar to manicurist, actress, dancer, singer, and other performance and personal service occupations.

MHI--Interests similar to housekeeper, factory worker, and other mechanical and household occupations.

Table 19. Composite of General Interests of 31 girls taking Vocational Interest Inventory.

Interests (1)	Number of 1st places (2)	Number of 2nd places (3)	Rank (4)
OCA	5	6	3
SBB	1	0	7
NSC	3	4	4
SPD	0	0	0
CIE	2	0	6
GSF	12	5	1
HSG	0	2	6
PSH	2	2	5
MHI	4	9	2

Table 20. Composite of Specific Interests of 31 girls taking the Vocational Interest Inventory.

Occupations desired (1)	Number of times mentioned (2)
News reporter	2
Teacher	10
Secretary	8
Cook	4
Nurse	3
Actress	1
Maid	1
Dressmaker	3
Tea Room Proprietor	1
Librarian	2
Scout Leader	3
Dietician	4
Housekeeper	1
Waitress	3
Dramatist	1
Clerk	3
Elevator Operator	1
Hostess	1
Dancer	2
Chemist	1

Table 19 is the composite of general interests. Column (1) indicates the general fields of interest, column (2) and (3) the number of first places and second places respectively. The last column gives the rank received by the field of interest. It will be noticed that the teaching field has first place, fields related to housekeeping is second, secretarial and clerical is third. These are representative of the outstanding interests and further support the finds of table 18, viz.: that more attention should be given to courses dealing with these interests.

Conclusions Reached from the Testing Program.

1. Algebra has a place in the freshman curriculum for a selected group of pupils.

2. Approximately fifty per cent of the present freshman class would probably have received more benefit from a more general mathematics course.

3. A third of the present 8th grade will not make a success of Algebra if they should take it next year as freshmen.

4. Latin could be profitably supplemented by a subject more generally usable to freshmen.

5. Ancient History is probably too narrow a field for the present 8th grade class; a more general subject in the Social Studies field is recommended.

6. A large per cent of boys (30) show that they have considerable mechanical ability. A more balanced program would be offered if constructive arts courses were offered.

7. The interests of the boys in these two grades seem to be less academic and more technical.

8. Physical Education classes with definite remedial programs could well be a part of the curriculum.

9. The freshman curriculum should likewise be expanded to meet the prevalent interests and for training in fields of Home Economics and secretarial work for the girls.

CHAPTER VI

SUMMARIZATION OF CONCLUSIONS

1. For the purpose of this study Massachusetts High Schools with enrollments under 300 were considered as being "small" high schools.
2. Small high schools have a definite responsibility of their own which should be in turn regulated by local demands.
3. Because of this, these small schools should not "ape" the larger urban schools, but should attempt to find out what these local needs are and prepare a curriculum which best fits the locality.
4. Current practices in small Massachusetts High Schools reveal that more consideration is now being given to such subjects as General Mathematics, Community Civics, Junior Business Training, Constructive Art subjects and Home Economics.
5. There is every indication that the small Massachusetts High Schools are breaking away

from such "traditional" subjects as Algebra and Latin.

6. The strongest bit of evidence for this statement is in the wide range of subjects now being offered to freshmen and the enrollment in freshman subjects.
7. The home-interview method is an invaluable technique not only for obtaining curriculum information, but also for getting a better pupil perspective.
8. Parents generally agree that a wider range of subjects should be offered to meet the individual differences which exist among their children. They expressed a sincere desire for the introduction of Home Economics and Constructive Arts subjects.
9. The parents feel that a student-activity program (assemblies, clubs, dramatics, etc.) is well worthwhile and that it should be a part of the school program.
10. There is a great deal of confusion in education brought about by "looseness" in the use of titles. There might be a better understanding and coordination among school systems if they "standardized" the titles of subjects used.

11. The testing program used revealed a great need for a wider range of subjects to be taught at Marshfield.
12. The College Course should be so organized in this school so that it is used only for the purpose for which it was intended. As such it has only a small place in the curriculum.
13. The following specific recommendations can be made relative to subjects taught at Marshfield:
    a. Algebra and General Mathematics should both be in the freshman curriculum.
    b. Community Civics would probably be a more valuable Social Science study to freshmen than Ancient History.
    c. Latin I could be profitably supplemented by a subject more generally usable to the freshmen.
    d. Constructive Arts and Home Economics should be a part of the freshman program.
    e. The business course should be enriched during the freshman year by the addition of a generally recognized subject in that field.
    f. Physical Education and Health Instruction in addition to Music, should be

continued with emphasis in this school.

g. Comparatively few pupils were interested in going to universities or colleges, and what is more, this number was reduced to a minimum because of the inability of pupils and parents to pay the expense involved. As has been observed, an average of two pupils from each graduating class have matriculated in higher institutions of learning over the past eight years. This alone does not justify so much emphasis in subjects which for the most part are college entrance requisites. Because of this it would seem proper to recommend that the very few who wish to go to college could be prepared in some other way than by having complete domination of the offerings to all freshmen. The suggestion offered here is to have possibly one teacher, well trained in the fundamental fields, prepare this small group for college. With the college group thus cared for, the rest of the faculty and curriculum could

then be revised to care for the greater majority of freshmen.

14. On the basis of the interests, needs, aims, and abilities studied as well as from current practices and recommendations of authorities the following program is offered for the Marshfield High School.

    1. The college group should be taught by one well trained teacher whose only job is to prepare that group in college requisites.

    2. For the rest this general curriculum for freshmen is recommended:

        English
        General Mathematics or Commercial Arithmetic
        Social Science (Community Civics)
        Home Economics (foods and clothing)
        Industrial Arts (General Shop)
        General Science
        Physical Education and Health
        General Chorus
        Art
        Orchestra
        Organized Student-Activity Program

    At least, it is felt that such a curriculum would better fit the individual differences of the two classes studied in this school.

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APPENDIX

1. Copy of the letter to Principals asking for information concerning specific subjects
2. Copy of letter to parents notifying them of the intended visit and asking for a convenient time for calling.
3. List of subjects from which parents and pupils chose desired curricula.
4. Copy of two interviews made in the homes of the pupils.

January 27, 1938

Mr. John Doe, Principal
South High School
Conway, Massachusetts

Dear Mr. Doe:

I am examining critically the group of subjects which the Marshfield High School is offering to its freshmen. I am not entirely satisfied with our program as it now stands. Possibly we are too academic for we offer no home economics nor industrial arts of any kind.

Through the courtesy of the State Department of Secondary Education I have examined what other schools of approximately our size are offering to freshmen. I notice that you include General Mathematics.

For my information would you be willing to answer the following questions concerning the above subject?

General Mathematics:

1. Why was this title chosen for this subject?
2. Roughly, what "ground" does it cover?
3. Are you satisfied with the results?
4. How long has it been in the curriculum?
5. What is the title of the textbook? Author?
6. Is Algebra also taught in your school to freshmen?

If you have outlines available for these subjects I would appreciate a copy. Would you please forward to me a copy of your program of studies?

Thank you in advance for any aid which you might be able to give me. I trust that I have not inconvenienced you too much.

Cordially yours,

Rupert A. Nock, Principal
Marshfield High School

Marshfield High School
February , 1938

Dear

I would like to call on you some afternoon in the near future to talk with you about 's school work. The particular purpose of this visit is to obtain information which will help the school to understand the individual pupils better and to give the parents a chance to ask questions about school work.

What time of day and what day of the week would be best for me to call? As I have many visits to make it naturally will be impossible to visit on specific dates. If I could have some general idea when I might find a parent at home it would help me in arranging my work. Would you be willing to send this information back to me by your

Very truly yours,

Rupert A. Nock

To the Parent:

The following is a list of 75 subjects (recorded at the Dept. of Education, State House, Boston, Massachusetts) which are listed as being given to freshmen in High Schools in Massachusetts with enrollments of under 300. Supposing that it were possible to give any one, or a reasonable combination of these subjects, would you be willing to underline those subjects which you feel your son or daughter should (or should have taken) take.

To grade IX:

If it were possible to repeat your freshman year what subjects would you choose? Below is a list of 75 subjects. Of course, we are assuming that these courses would be taught. Please underline your choices.

To grade VIII:

Next year you will be a member of the freshman class. Supposing you had the opportunity to choose any one or several of the following subjects. What would you take? Why? Please underline your choices. Of course, we are assuming that these courses would be taught.

Check here — Subject

- Commercial Subjects
  - Bookkeeping (first year)
  - Bookkeeping (second year)
  - Typewriting (first year)
  - Typewriting (second year)
  - Junior Business Training
  - Commercial Geography
  - Commercial Law
  - Business Correspondence
- English
  - English (first year--general)
  - College English
  - Penmanship
  - Penmanship and Spelling
  - Business English
  - Creative Writing

Foreign Languages
- Latin (first year)
- Latin (second year)
- Spanish (first year)
- French (first year)
- German (first year)
- General Language

Mathematics
- Algebra
- Review Arithmetic
- Practical Mathematics
- Applied Mathematics
- General Mathematics
- Mathematics Survey
- Social Arithmetic
- Review Mathematics
- Commercial Arithmetic
- Business Arithmetic
- Plane Geometry

Natural Science
- General Science
- Biology
- House Science

Social Science
- Community Civics
- Vocational Civics and Community Science
- Ancient History
- History of Civilization
- Social Studies
- World History
- Medieval and Modern History
- History to about 1700 A.D.
- Problems of American Culture
- Problems of American Democracy
- Vocational Civics

Manual Arts Subjects

Art
- Appreciation
- Design
- General Household Arts
- Vocational Household Arts
- Freehand drawing

Industrial
- Mechanical drawing
- Woodworking
- Metal working
- Foundry
- Machine Shop
- General Shop
- Manual training
- Handicraft

Home Economics
- Home economics
- House care
- Home nursing
- Home management
- Nutrition
- Foods (first year)
- Foods (second year)
- Sewing
- Clothing (first year)
- Clothing (second year)

Agriculture
- Agriculture
- Farm mechanics

Music
- History and appreciation
- Choral music
- General chorus
- Glee club
- Harmony
- Band
- Orchestra

Miscellaneous
- Physical Education
- Guidance

FRESHMEN CURRICULUM STUDY

INTERVIEW WITH PARENTS

Interviewer Nock Date 2/1/38

Pupil's Name Ellis, David

Address Plain St., Marshfield

Date of Birth 1/20/24

Place of Birth Willimantic, Conn.

How many members are there in your household? 4

Adults 2 Boys 1 Girls 1

PHYSICAL RECORD:

1. What is the condition of his health? Good ✓ Fair .... Poor .... If fair or poor, why?

2. Has he had an illness which has kept him out of school for a month or more? Yes .... No ✓ What did he have?

3. Has he had any trouble with his eyes Yes* ears .... If so what?

4 Does he have regular hours for sleep? Yes ✓ No .... How many hours? 9

5. What time does he go to bed? 9

6. What time does he get up? 6:30 If before 7.00 A.M. Why?

7. Does he have a regular time for outdoor exercise? Yes ✓ No .... What time? Every afternoon

How much time does he spend? Every day

What exercise does he prefer? Depends on the season.

8. Does he drink coffee? Yes .... No ✓ What? Milk

9. School fill in: How many times has he been absent this year?

SCHOOL LIFE AND ACTIVITIES:

10. Does he like to go to school? Yes ✓ No .... Why not?

11. What subject does he like best?

Grade IX		Grade VIII	
English	( )	English	( )
Algebra	( )	Arithmetic	( )
Ancient History	( )	Geography	( )
General Science	( )	History	( )
Latin	( )	Civics	( )
Music	( )	Sewing	( )
Drawing	( )	Music	( )
Physical Education	( )	Drawing	( )
		Physical Education	( )

Equal

12. Which subjects does he dislike? Why?
Can't say

13. Does he do any homework? Yes ✓ No ....

14. How long does he study? 2 hours

15. Is there anyone at home who can help him? Yes .... No .... Father .... Mother ✓ Sister .... brother .... others ....

16. Where does he study? Bedroom with table or desk .... kitchen .... dining room .... den ✓ living room .... other places........

17. What subject seems to take him the most time to prepare Ancient History Why Assign. requires research

18. Does he like his teachers? Yes ✓ No .... Why not?

19. Why did he take the course which he is now taking?
Preparing for college

20. Now that he is taking it would he have preferred some other? Yes .... No ✓

21. Do you think that his teachers are taking enough personal interest in his work? Yes ✓ No ....

22.* In your estimation are they giving him as much help as you think they should? Yes ✓ No ....

23. Does he play a musical instrument? Yes .... No .... What? Hawaiian Guitar; Piano If not, do you think he has the ability if properly taught? Yes .... No ....

24.* Is he interested in sports? Yes ✓ No .... What sports?
Not competitive sports

25. Does he seem interested in any out-of-class activity? Yes ✓ No .... What?
Moderately so

Do you think that this should be a part of the school work?
Yes. Helps to mix

26. What is his hobby? Costume design Do you think that the school should help him develop this more? Yes .... No ✓ Too specialized

27. Did he repeat any years? Yes .... No .... Jump any? Yes ✓ No ....
Part of 3rd and 4th

SOCIAL AND OUTSIDE ACTIVITIES:

28. Does he do any work at home? Much .... good deal .... little ✓ none .... What?
Chores

Because of this work does he have to get up early? Yes .... No ✓

29. Does he have a job outside? Yes .... No ✓
Does what?

30. Is he given spending money for work he does not do? Yes .... No ✓

31. Was he gainfully employed last summer? Yes .... No .... Doing what?
Very thrifty

32. Does he save money? Yes ✓ No ....

33. How does spend his spare time? Description

Games or sports	
Dramatics	
Music	
Hobbies	draws much
Working around the house	
Movies	Once a month
Parties	
Reading	A fair amount
Boy Scouts or Girl Scouts	Yes
Others	

34. What newspaper does he read? Herald

What features does he seem to be interested in?
Funnies, Headlines

35.* What magazines does he read the most?
Readers Digest
National Geographic

36.* What books has he read recently outside of school work?
Boys' books
Gullivers' Travels

What does he like best?
Adventure

37. How often does he attend parties, shows, dances, etc.? Very frequently .... often .... only occasionally ✓ never ....

PLANS FOR THE FUTURE:

38. Are you willing to have your boy or girl participate in the extra-curriculum activities next year?
(Grade VIII only) Yes .... No ....
Sports Yes ✓ No .... Which ones?
If interested
Opposed to .... Why?

Dramatics Yes ✓ No ....
Club work Yes ✓ No ....
Musical Group Yes ✓ No ....

39. What are you most interested in having him accomplish next year? (Grade VIII only)
Would like him to become a good mixer.

40. How far does he intend to carry his education?

Junior High School	( )
High School	( )
Vocational School	( )
Preparatory School	( )
College	(✓)
University	( )
Medical School	( )
Scientific School	( )
Other	( ) What?

41. Has he decided what he wants to do to earn a living? Yes .... No ✓ What?

42. Do you approve of his choice? Yes .... No .... Too undecided, but willing to let son or daughter choose on future ✓

43. Do you think that the school is preparing him for this? Yes .... No .... Why not?
college--yes

Do you think the school should prepare him for this? Yes .... No ....

GENERAL:

44. Do you think that the school is doing satisfactory work with your son or daughter? Yes ✓ No .... Why not?

45. Would you state definitely where we might improve in our work with your child?
Lengthen lunch hour
Assignments tend to be too long at times

46. Make Home Condition Observations here:
Parents are both graduates of Mass. Agricultural College (1914)

Very cooperative

Home excellent.
Conditions for good school work

*see other side

Father and Mother interviewed.
Time--1 hour

David is also mechanically inclined.

Would like to have him fit into the orchestra.

Parent was anxious to know if he was college material.

Financially speaking, a college career is possible. His parents took out cooperative bank shares when he was a year old.

3. Muscular condition of the eyes. Will probably become "set" soon and glasses will not need changing. Parents have his eyes examined once every 6 months. Little School can do.

24. Skating, sliding, bicycling. He shows little interest in rough and tumble sports.

22. At times the parents feel that more time could be given him in Latin. However, he seldom returns and lives near the school.

35. Sometimes the Saturday Evening Post.

36. Treasure Island, Mark Twain, "Dick Tracy."

FRESHMEN CURRICULUM STUDY

INTERVIEW WITH PARENTS

Interviewer Nock Date 1/27/38

Pupil's Name Filmer, Thomas (9)

Address off Ocean St. Marshfield

Date of Birth 7/2/22

Place of Birth Cambridge, Mass.

How many members are there in your household? 10

Adults 5 Boys 2 Girls 3

PHYSICAL RECORD:

1. What is the condition of his health? Good ✓ Fair .... Poor .... If fair or poor, why?

2. Has he had an illness which has kept him out of school for a month or more? Yes .... No ✓ What did he have?

3. Has he had any trouble with his eyes NO ears Yes If so what? Abscess Cold bothers it.

4. Does he have regular hours for sleep? Yes .... No ✓ How many hours? At least 9

5. What time does he go to bed? 9

6. What time does he get up? 7 If before 7.00 A.M., Why?

7. Does he have a regular time for outdoor exercise? Yes ✓ No .... What time? Walks 1 mile to school
How much time does he spend? 2-3 hours
What exercise does he prefer? Skiing, Skating

8. Does he drink coffee? Yes ✓ No .... What? Just started

9. School fill in: How many times has he been absent this year?

SCHOOL LIFE AND ACTIVITIES:

10. Does he like to go to school? Yes .... No ✓
Why not? Wants to go to trade school.

11. What subject does he like best?

Grade IX		Grade VIII	
English	( )	English	( )
Algebra	(—)	Arithmetic	( )
Ancient History	(+)	Geography	( )
General Science	( )	History	( )
Latin	( )	Civics	( )
Music	( )	Sewing	( )
Drawing	(+)	Music	( )
Physical Education	( )	Drawing	( )
		Physical Education	( )

12. Which subjects does he dislike? Why?
Algebra. Comes hard. No patience

13. Does he do any homework? Yes ✓ No ....

14. How long does he study? 3 hours

15. Is there anyone at home who can help him? Yes .... No .... Father ✓ Mother .... Sister .... brother .... others ....

16. *Where does he study? Bedroom with table or desk .... kitchen .... dining room .... den .... living room .... other places ✓

17. What subject seems to take him the most time to prepare? Algebra Why? Does not understand it.

18. Does he like his teachers? Yes ✓ No ....
Why not?

19. Why did he take the course which he is now taking?
Best until he knows what he wants

20. *Now that he is taking it would he have preferred some other? Yes .... No ✓

21. Do you think that his teachers are taking enough personal interest in his work? Yes ✓ No ....

22. In your estimation are they giving him as much help as you think they should? Yes ✓ No ....

23. *Does he play a musical instrument? Yes ✓ No .... What? trumpet If not, do you think he has the ability if properly taught? Yes .... No ....

24. Is he interested in sports? Yes ✓ No ....
What sports? Skating, skiing

25. *Does he seem interested in any out-of-class activity? Yes ✓ No .... What? plays (assembly programs)
Do you think that this should be a part of the school work?

26. *What is his hobby? Stamps raising turkeys Do you think that the school should help him develop this more? Yes .... No ....

27. Did he repeat any years? Yes ✓ No 2nd grade
Jump any? Yes .... No ✓

SOCIAL AND OUTSIDE ACTIVITIES:

28. Does he do any work at home? Much .... good deal .... little ✓ none .... What?

Because of this work does he have to get up early?
Yes .... No ✓

29. Does he have a job outside? Yes ✓ No ....
Does what? 1 day every two weeks in summer. Odd jobs

30. Is he given spending money for work he does not do? Yes .... No ✓

31. Was he gainfully employed last summer? Yes .... No .... Doing what?

32. Does he save money? Yes ✓ No ....

33. How does spend his spare time? Description

Games or sports ....

Dramatics ....

Music ....

Hobbies ....

Working around the house ....

Movies In summer only

Parties ....

Reading ....

Boy Scouts or Girl Scouts ....

Others ....

34. *What newspaper does he read? Traveler New York News
What features does he seem to be interested in? Headlines, Funnies

35. What magazines does he read the most? American Boy, Sport, Popular Mechanic

36. What books has he read recently outside of school work? Mark Twain History Treasure Island
What does he like best?

37. How often does he attend parties, shows, dances, etc.? Very frequently .... often .... only occasionally .... never ✓

PLANS FOR THE FUTURE:

38. Are you willing to have your boy or girl participate in the extra-curriculum activities next year?
(Grade VIII only) Yes .... No ....
Sports Yes .... No ✓ Which ones?
Opposed to Football Why? Not built for it
Dramatics Yes ✓ No ....
Club work Yes ✓ No ....
Musical Group Yes ✓ No ....

39. What are you most interested in having him accomplish next year? (Grade VIII only)
Depends on what he wished to become

40. How far does he intend to carry his education?

Junior High School	( )	
High School	(✓)	
Vocational School	(✓)	
Preparatory School	( )	
College	( )	
University	( )	
Medical School	( )	
Scientific School	( )	
Other	( )	What?

41. Has he decided what he wants to do to earn a living? Yes ✓ No .... What? Draftsman

42. Do you approve of his choice? Yes .... No .... Too undecided, but willing to let son or daughter choose on future ....

43. Do you think that the school is preparing him for this? Yes ✓ No .... Why not?

Do you think the school should prepare him for this? Yes .... No ....

GENERAL:

44. Do you think that the school is doing satisfactory work with your son or daughter? Yes ✓
No .... Why not?

45. Would you state definitely where we might improve in our work with your child?
More mechanical drawing Assignments are rather long.

46. Make Home Condition Observations here:

Parents: "Honest, working people" of the poorer class.

Home: Is quite a distance from main road. No bus transportation. A good mile from the school.

Type: Stove, bed, and living room all in one. 2 families.

Cooperation: excellent

Mother and Step-father interviewed.

16. Studies where it is the warmest.

20. Not necessarily, but if trade work was offered he would take it.

23. Trumpet which he pays for.

25. Yes, provided too much time is not taken from academic work.

26. For which he buys the grain and does the work.

34. "New York News" similar to the "Boston Daily Record."

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